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PILOT TRAINING PROGRAM FOR SUPERVISED WORKER IN CHILD DEVELOPMENT CENTER, JOB-ORIENTED PROGRAM FOR HOME ECONOMICS, MEMPHIS, TENNESSEE, FEBRUARY 14-JUNE 30, 1966. PROGRESS REPORT.

MEMPHIS CITY SCHOOL SYSTEM, TENN.

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RESULTS FROM QUESTIONNAIRES SENT TO 5,000 HOME ECONOMICS STUDENTS TO IDENTIFY STUDENT WORK OUTSIDE THE HOME, THE MEANS USED IN SECURING EMPLOYMENT, AND WAGES RECEIVED SHOWED A NEED FOR TRAINING HIGH SCHOOL SENIORS FOR WORK IN PRESCHOOL CHILD CARE CENTERS. A PILOT PROGRAM, INITIATED BY HOME ECONOMICS PERSONNEL, PROVIDED (1) A LABORATORY COURSE FOR 20 GIRLS TO ACQUIRE TECHNIQUES FOR HELPING CHILDREN ACQUIRE FIRST GRADE READINESS, (2) TRAINING FOR GIRLS TO WORK AS TEACHER AIDES FOR 3 HOURS A DAY UNDER SUPERVISION, (3) ONE UNIT OF CREDIT AND WAGES, (4) AN ADDITIONAL PRESCHOOL CENTER FOR THE SCHOOL SYSTEM, (5) DIRECTIONS FOR GUIDANCE AND EVALUATION OF CHILD DEVELOPMENT STUDY IN THE HOME ECONOMICS CLASSES OF THE SCHOOL SYSTEM, AND (6) TRAINED CHILD CARE WORKERS. SOME RESULTS WERE THAT (1) THE STUDENTS LEARNED TO IDENTIFY DEVELOPMENTAL STAGES IN THE CHILDREN, DEVELOPED TECHNIQUES AND SKILLS IN SUPERVISING ACTIVITIES, LEARNED AND USED SAFETY RULES, AND GAINED SKILLS IN ASSISTING THE TEACHERS OF THE CENTER, AND (2) THE TEACHERS LEARNED TO IDENTIFY CONCEPTS AND SKILLS NEEDED IN TEACHING HOME ECONOMICS CHILD DEVELOPMENT UNITS, DEVELOP TECHNIQUES OF WORKING WITH STUDENTS IN A PILOT PROGRAM, AND MAINTAIN A PRESCHOOL CENTER. IN ADDITION TO THE PROGRAM REPORT, THE DOCUMENT INCLUDES (1) THE PRESCHOOL DAILY SCHEDULE, (2) INFORMATION ON PRINCIPLES OF PROGRAM ACTIVITIES FOR THE PRESCHOOL CHILD, DEVELOPMENT PATTERNS OF CHILDREN, RESOURCE MATERIALS, OBSERVATION PRACTICES, SUGGESTED ACTIVITIES FOR CHILDREN, DISCIPLINE AND BEHAVIOR OF CHILDREN, EMPLOYMENT PREPARATION, AND PARENT-SCHOOL RELATIONSHIPS, AND (3) EVALUATION DATA. RELEVANT FORMS AND INSTRUMENTS ARE INCLUDED. (MS)

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Supervised Worker Child Development Center

A Training Project

Memphis City Schools
1966

VT 01454

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROGRESS REPORT

OF

PILOT TRAINING PROGRAM FOR SUPERVISED WORKER

IN CHILD DEVELOPMENT CENTER

Memphis City Schools, Memphis, Tennessee

Job-Oriented Program for Home Economics

February 14, 1966 - June 30, 1966

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Mr. Harry T. Cash, Principal, Hamilton High School

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PREFACE

The Vocational Education Act of 1963 provided opportunities for the vocational educational services to evaluate their contribution to the total educational processes of youth and adults and to investigate ways and means of providing a more functional educational service to the communities. Home economics had centered most of its emphases on problems of the home - knowledge and skills which were essential to the securing of goods and services, managing the home, and the psychological and physiological processes of human growth and development. The new legislation motivated home economics teachers and administrators to involve themselves in action research to determine the apparent need for training programs which are based on home economics knowledge and skills.

Home economics students completed a questionnaire which was developed to identify (1) student work experience outside the home, (2) the means the student used in securing employment, and (3) the wages the student received. Also, the instrument recorded the responsibilities of the student in her home. Approximately five thousand students in the Memphis City Schools participated in the research. Nineteen teachers representing varying types of schools - rural, small town, consolidated, etc. - participated in the research by requesting their students to complete the same instrument. On the basis of the findings of this research and the justified need established in the community, a pilot study for training high school seniors to become aides in agencies having legal and/or educational responsibilities for caring for pre-school children, was organized.

The home economics teachers of Memphis City Schools wish to express their sincere appreciation to the Board of Education and its administrative staff - Mr. E. C. Stimbert, Superintendent; Mr. Morgan Christian, Assistant

Superintendent, and Mr. W. A. McGinnis, Director of Vocational Education - for the opportunity to engage in the pilot study and their support in furnishings, space and enriched curriculum opportunities. The Tennessee State Department of Education - Dr. B. E. Childers, Assistant Commissioner; Mr. Ed Hudgens, Coordinator of Program Services; Miss Mabel Yates, State Supervisor of Home Economics; Mrs. Margaret Crockett, Supervisor of Wage-earning Training Programs; Mr. Horace Colvett, Coordinator, West Tennessee Vocational Education; and Miss Helen Hutchison, Supervisor of Home Economics, West Tennessee - have provided guidance in developing the study and implementing its plans and evaluation, a grant to support the study, and numerous materials which have been valuable resources. The advisory committee has reacted to the curriculum materials and visited in the center to observe progress and to propose suggestions for improving the program.

Hamilton High School is to be commended for its concerted effort to attempt to meet the needs of its students by participating in the research demanded by the project and by fulfilling the series of steps as outlined in the curriculum guide.

Frances Gandy

Secondary Supervisor
Home Economics

INTRODUCTION

During April 1963, teachers of home economics attempted to determine the involvement and responsibilities of their students in the caring for children within the family or community. As a result of a survey, we determined that 47% of our students were actively engaged in taking care of small children. A limited outline for child development was developed by the home economics teachers to give some direction to classroom instruction of the basic concepts of child development. During April 1964, a similar survey was made and approximately the same percentage of the students was engaged in child care activities. However, the 1964 survey indicated that much of the child care activities were carried on away from the student's home. A quantity of volunteer work was initiated among the students, giving them opportunities to work with children under supervision in organized agencies of the community.

As a result of the study by the home economics teachers, a suggested resource unit in child development was organized by levels of learning (first year, second year and third year). This unit is currently being used and will be evaluated by the teachers in the school system.

To enrich the study, "play schools" have been organized in a limited number of schools. During a specific schedule, children are brought into the classroom in order for students to have experiences in observing children and have limited experiences in working with the children. Although the length of time we are able to keep the children serves primarily as an excellent motivation device which encourages students to participate in other experiences with small children, we find the "play school" a very stimulating experience for the students.

In September 1965, a survey was completed by all students enrolled in home economics in grades 10-12. This survey was marked by 2,819 students, and indicated 565 students were engaged in child care work for wages during the summer vacation of 1965. On the same survey 637 students indicated that they were completely responsible for children of their family during at least part of the vacation months, and did not receive wages. It may by assumed that these figures would represent some duplication of students, as students were asked to mark both questions. Twenty-eight students worked as volunteers in community agencies, which are organized for small children, and did not receive wages.

As a result of these surveys and study, we might assume that (1) teenage girls are participating in many activities which give them responsibilities for small children, (2) teenage girls are acceptable as aides under supervision when working with small children, and (3) teenage girls have much to contribute to the educational achievement of small children in their home and/or community if they have adequate supervision and have acquired some concepts and skills, which are necessary to direct the progress of children.

During the summer of 1965, the City of Memphis Schools engaged in a Head Start program with more than 6,000 students enrolled. These students were from communities which had been identified by the school system as meeting the poverty formula. The students are being observed during the current year to determine their readiness for school and their progress as compared with previous students in the same community. It is thought that children, who participated in the Head Start program, are making more progress than similar students have made in previous years. Their readiness for first grade was more normal. Because of the success of the Head Start program, it can be assumed that more programs will be developed for pre-school children. High school students, who have adequate training,

should be successful as aides in the pre-school programs.

As a result of the lack of readiness for school by many poverty children, the Office of Economics Opportunity has filed a proposal to organize three to five day care centers in South Memphis. Although the proposal has not been approved because of technicalities, which do not affect the need for the centers, it may be assumed that centers are needed among the low income families.

According to AMERICAN WOMEN, The President's Report on The Status of Women, there is a gross inadequacy of child care facilities. In nearly half a million families with children under 6, the mother is frequently the sole support. Approximately 3 out of 5 women workers are married. Among married women, 1 in 3 is working; among non-whites, almost 1 in 2. Women often hold low paying jobs because of their lack of educational and/or vocational preparation.

As further evidence of the need for child care centers, a pilot program for training Welfare ADC Recipients, had to establish centers for child care before they could involve the mothers in the training program.

High School girls have been successful in their limited study of child development. This pilot program should provide opportunity for one group of students to engage in supervised experiences with small children long enough for them to develop some skills in working with small children and study the development and growth of the child in depth.

PROGRESS REPORT

I. The City Of Memphis has been faced with these conditions--
(1) Mobility of rural families to larger cities; (2) increased number of children per family, especially in low-income families; (3) migration of families who are involved in service type occupation or industry transfer; and (4) teenage marriages resulting in small children having parents with limited educational and personality maturity to achieve in the world of work.

As a result of these conditions, the pilot program provided:

a. A laboratory course for one semester that gave twenty high school girls the opportunity to contrast techniques of helping pre-school children acquire some of the basic educational concepts and skills for first grade readiness.

b. Training for high school girls to work as teacher aides for three hours per day under the direction of a certified teacher.

c. One unit of credit for the semester's work and wages the value of other vocational work-study students.

d. Additional pre-school center in the school system.

e. Directions for guidance and evaluation of child development study in the home economics classes of the school system.

f. Trained students who may become employed in child day centers, pre-school centers and other institutions having legal responsibilities for small children.

II. Description:

As a result of many surveys and studies, it was assumed that (1) teenage girls are participating in many activities which give them responsibilities for small children, (2) teenage girls are acceptable as aides under supervision when working with small children, and(3) teenage girls have much

to contribute to the educational achievement of small children in their home and/or community if they have adequate supervision and have acquired some concepts and skills, which are necessary to direct the progress of children.

The high school girls at Hamilton High School have been successful in this pilot training program. It provided opportunities for one group of students to engage in supervised experiences with small children long enough for them to develop many skills and techniques in supervision of children, observation of children and recognition of the developmental stages of growth.

III. Specific Objectives:

The students:

a. Learned to identify the developmental stages of the pre-school children as a result of study, home and school observations, and laboratory experiences.

b. Developed techniques and skill in supervising the eating, resting, clothing needs, organized activities and health activities of the pre-school children.

c. Learned the basic rules of safety of the pre-school child and learned to anticipate harmful activities, which might develop in the center as a result of the activities of the children.

d. Developed techniques for helping the pre-school child to adjust to the center and participate in activities suitable for his age and/or achievement level.

e. Gained skill for assisting the teacher of the center with activities of the pre-school children, such as free play, work with art materials, reading stories and poems, experiences with music, nature study, care of toys and routine housekeeping practices.

f. Acquired knowledge of the importance of keeping accurate records, while assisting the teacher in completing records such as health, attendance, field trips, and others.

g. Demonstrated much creativity and ability in assembling, preparing and displaying needed materials in the center, such as bulletin boards, nature displays, charts, pictures, play housekeeping furniture, record player, toys and books.

h. Gained efficiency in following the direction of the teacher and the routine of the center.

The teacher:

a. Identified concepts and skills which should be considered by home economics teachers when teaching child development.

b. Developed techniques of working with the teenage students in the pilot training program which were work-orientated.

c. Provided opportunities in the laboratory for the high school students in order that they may acquire concepts and skills which are considered necessary when working with small children.

d. Maintained a pre-school center which gave small children the opportunity to become more normal in their readiness for first grade.

IV. Administration:

The pilot program was a cooperative experience involving home economics and elementary education. It was filed through the Division of Vocational Education as a work-orientated program in home economics.

All work was under the direction of the Department of Instruction of the Memphis City Schools and supervision was under the direction of the home economics supervisor and two elementary supervisors.

Students were selected, personnel assigned, and all policies approved by the appropriate departments of the Central Office of the Board of Education. The teacher's schedule and responsibilities were the same as the teachers in the other pre-school centers plus the responsibility of teaching the high school students.

An advisory committee was organized to serve for one semester while the project was being conducted. The responsibilities of the advisory committee were: (1) to describe appropriate learning experiences for the pre-school children and the high school students, (2) to identify furnishings, materials, and procedures which might improve the operation of the center, and (3) to help evaluate the project in terms of the objectives.

The advisory committee consisted of:

The center teacher - Mrs. Marie G. Harris

Hamilton Elementary Principal - Mrs. Annette H. Roberts

Hamilton High School Principal - Mr. Harry T. Cash

Elementary supervisor - Miss Lorena Wesson

Elementary supervisor - Miss Christine Glover

The home economics supervisor - Miss Frances Gandy

The school nurse - Mrs. Inez Bouie

The PTA Family Life Chairmen in the school - Mrs. L. L. Draper
Mrs. James S. Byas

A representative from a licensed day care center - Mrs. Richard Shoaf

The senior high home economics teacher - Mrs. Pearl Bruce

One guidance counselor - Mrs. Eddye Rideout

V. Procedures:

a. General Design

Upon graduation from high school, the majority of students from low income families do not continue their education. Instead, they attempt

to enter immediately into the labor market. Since there are few openings for this group, they form a large part of the unemployed of our city.

The pilot training program was established in a poverty area where both teenage students and pre-school children are handicapped. Additional research is needed to determine how to provide an adequate educational program for both of these groups. Also, in-service programs for teacher enrichment in this area are needed.

b. School Location

Because Hamilton High School was classified as a poverty school by the formula of the Board of Education, it was selected for the project. Neither Hamilton High nor Hamilton Elementary has a pre-school center although it had several classes of Head Start during the summer of 1965 and expects classes in Head Start this summer, 1966.

c. Participants

Twenty capable high school girls who had completed two or three units of home economics were selected for the project.

Twenty pre-school children who qualified under the Head Start formula were selected from Hamilton School district.

Mothers of the pre-school children were encouraged to participate in activities of the center and the adult education program of the home economics department. Many fathers also participated.

Parents were invited to monthly meetings that were held in the center. The teacher and high school students made many home visitations to the homes of the pre-school children.

d. Methods and Materials

(1) Pre-tests were given the trainees to determine their knowledge and experiences with child care situations.

(2) The students' past achievement records were studied to determine the scheduling into responsibilities of the center.

(3) Activities, group study, selection and use of materials and teaching aids, evaluation techniques and progress charts were provided by the center teacher.

(4) Resource people were Guidance counselor, representatives from the licensed child care center, Day Care Federation representative, Employment Security Department of Memphis Employment Offices, and Manpower Survey Project personnel.

(5) For depth of understanding of child behavior, the trainees were scheduled into active participation in the center after a period of study and observation of the procedures and techniques used by the teacher in working with the pre-school children.

(6) Furnishings and educational materials for the pre-school child were selected on the basis of experience in the other centers of the system and the apparent needs of this particular group.

(7) Books, pamphlets, films, filmstrips, record player, records, and projectors were furnished by the Board of Education, Hamilton High School, Board of Education Library, Health Department, reliable information agencies and the trainees.

e. Evaluation

Evaluation was a team process of the center's teacher, the senior high school teacher, home economics supervisor, elementary supervisors, high school and elementary principals.

Parents evaluated the program by checking an evaluation sheet that was provided by the center teacher.

Trainees and center teacher checked the progress records of each pre-school child. This record was sent to the parents at the close of the program.

Progress was reported to the parents through written communication and verbal statements during telephone conversations and home visitations.

Students' records included:

Practical and performance tests

Observation by center teacher

Work division form

Attendance record

Performance chart

Work registration sheet

Index to Successful work form

Work-study Time Card

Personality and job analysis record

Employers' evaluation record

Progress report form

Self appraisal form

Self evaluation scale

Personal qualities of workers

Trainees evaluation of program

f. <u>Time Schedule</u>

Trainees continuously followed a plan of work that was developed

by the center teacher in accordance with the trainees school schedule. Class was scheduled from 7:30 to 8:30 A.M. Each trainee was scheduled to work in the center during a particular time period. During each period of the regular school day, two or three trainees worked and observed in the center.

PROGRAM-----SKILLS AND KNOWLEDGE GAINED

Orientation

Purpose of child care center in a work-orientated situation:

Training and learning are the two basic elements in a situation of this type. The trainees are taught to care for and supervise the activities of the pre-school children. The pre-school children are taught in a normal setting that prepares them in the basic educational concepts and skills in readiness for the first grade. Through this laboratory situation the trainees gain practical experience in child care and development.

Characteristics of the center:

Excellent teacher-trainee-pre-school children ratio: One to one ratio.

Adequate floor space is provided for the center.

Furnishings include appropriate chairs, tables and desks.

Storage shelves are low enough for children to work independently.

There is suitable storage for pre-school children to store their personal belongings.

The physical appearance is attractive in that it is clean, colorful, neatly arranged, and has a pleasing atmosphere.

Placement and use of equipment:

Toys, equipment, materials and supplies are placed on low shelves for free

selection by the pre-school children.

Safety of children:

Safe and clean drinking containers are provided.

Toys are kept repaired and clean.

Assistance is given in the use of potentially unsafe toys and equipment.

Children are cautioned to play safely at all times.

Proper ventilation is provided.

Methods of observing children:

Note taking----statements of what happens, the exact words that the children use, the exact sequence of events.

Direct contact with the child at school, home, playground, and other situations.

Interviewing----children and parents.

Behavior check lists

Rating scales

Home ratings

Social behavior check lists

Housekeeping in the center:

Floors are kept free of rubbish and dirt at all times.

Toys are placed in the correct sections after play.

Furniture is washed or dusted daily.

Coat racks are kept neat and in order.

Rest blankets and rugs are stored neatly after use.

Storage center is cleaned daily.

Supplies and materials are properly stored.

Refrigerator is cleaned at regualr intervals.

Rest room is checked frequently for neatness and cleanliness.

Trainees

Pre-school Enrollees

Daily Schedule for Pre-school Children

Some Principles of the Program Activities For the

Pre-school Children

PILOT PROGRAM

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT

Job-Orientated Program for Home Economics

	Name	Address	Telephone
1.	Albritton, Carole	1087 Talley Place	948-2855
2.	Bell, Flonnie	1157 Ryder Place	WH 2-3714
3.	Boone, Chareta	1873 East Person	942-5699
4.	Boyd, Maggie	2168 Sparks Road	948-3571
5.	Chatman, Evelyn	683 East Triggs Ave.	948-5227
6.	Davis, Irma	570 B Brown Mall	526-8763
7.	Foster, Brenda	1475 So. Barksdale	274-3716
8.	Gray, Gloria	1349 Mississippi	946-8270
9.	Hunt, Gwendolyn	1748 Kingsview Drive	946-2335
10.	Johnson, Charlene	2557 Supreme Ave.	324-3378
11.	Jones, Jacqueline	1567 Castalia	275-8025
12.	McIntosh, Joyce	1397 Elliston Ave.	WH 6-1962
13.	Merriweather, Claudia	1622 So. Bellevue	946-6301
14.	Merriweather, Betty	1883 Grand Opera Rd.	942-2179
15.	Scales, Frances	1954 Timothy Cove	274-1662
16.	Taylor, Minnie	2009 Belman	
17.	Weatherspoon, Jerrell	1434 Rayner.	946-2420
18.	Willis, Frances	2423 Manchester Road	948-0103
19.	Yarbrough, Janet	2121 Rayner	942-1875
20.	Young, Jennifer	1919 LaPaloma	323-9986

JOB-ORIENTATED PROGRAM IN CHILD DEVELOPMENT

REGISTRATION FORM

Name _____ Age _____
(Surname) (First Name)

Name of Parent or Guardian _____

_____ Tel. _____

Residence _____

Parent's Occupation _____

Business Address _____

Date Registered _____ Grade _____

Place of Birth _____ Date of Birth _____

Emergency Friend _____ Tel. _____

Address _____

Doctor _____ Tel. _____

Address _____

Major Vocational Interest _____

Minor Vocational Interest _____

Specific Job Desired _____

College or Institutional Preference _____

Type (s) of job (s) you have held _____ _____

Number of years enrolled in home economics classes _____

Do you have a Social Security Number? _____ _____ If No, make
Yes No

application soon.

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

TRAINEES	SUBJECT (Child Observed)
1. Albritton, Carole	1. Tarya Burrus
2. Bell, Flonnie	2. Kenneth Huddleston
3. Boone, Chareta	3. Brenda Flowers
4. Boyd, Maggie	4. Cindy Jones
5. Chatman, Evelyn	5. Jannette Massey
6. Davis, Irma	6. Herbert Gross
7. Foster, Brenda	7. Carl Wilkins
8. Gray, Gloria	8. Movis Thompson
9. Hunt, Gwendolyn	9. Wilfred Chambers
10. Johnson, Charlene	10. Kenneth Wells
11. Jones, Jacqueline	11. Michael Jones
12. McIntosh, Joyce	12. Stanley Taylor
13. Merriweather, Claudia	13. Katherine Lipford
14. Merriweather, Betty	14. Novis Thompson
15. Scales, Frances	15. Rhonda Evans
16. Taylor, Minnie	16. Annette Massey
17. Weatherspoon, Jerrell	17. Deborah Love
18. Willis, Frances	18. Jeffery Graham
19. Yarbrough, Janet	19. Debra Merriweather
20. Young, Jennifer	20. Sharon Mathews

Personal Qualities of Workers who train and direct children:

1. Alert
2. Altruistic
3. Approachable
4. Charitable
5. Clean
6. Cooperative
7. Courageous
8. Democratic
9. Dependable
10. Dignified
11. Fair
12. Faithful
13. Generous
14. Happy
15. Honest
16. Neat
17. Noble
18. Openminded
19. Optimistic
20. Patient
21. Poised
22. Positive
23. Progressive
24. Pure (Morally)
25. Reverent
26. Sensitive
27. Tolerant
28. True
29. Truthful
30. Friendliness
31. Sympathetic understanding
32. Cheerfulness
33. Good nature
34. Pleasing speaking voice
35. Good health

Negative Qualities

1. Crossness
2. Grouchiness
3. Sarcasm
4. Failure to smile
5. Losing one's temper

What Is A Kindergartener?

The kindergartener is not ready for reading -- but he is ready for learning, for thinking, for playing, for work, for investigating the world around him. He is full of bounce, of couriosity, of interest in the new and the different. Although he cannot read, he likes to be read to. He can talk, but his language development needs guidance. He has ideas, but many of them need to be clarified and expanded. He likes to do things that let him be active, that appeal to his imagination.

The five-year-old likes to be with children of his own age, although he is not always well adjusted to organization of group living. He has some independence in attending to his personal belongings. He desires recognition and approval -- but he has much to learn about how to achieve them. His attention span is short, though it grows longer as he participates in kindergarten experiences.

The kindergartener is not only ready to learn -- he is eager to do so. He already has a tremendous fun of knowledge, of ideas, and of concepts. The modern kindergarten capitalizes on this readiness for learning before it is lost or wasted in undirected effort.

Reference: Department of School Services and Publications
Wesleyan University -- Middletown, Connecticut

Kindergarten children will have a good day at school if they are:

1. Learning to live together.
2. Learning to work together.
3. Learning to concentrate on the job at hand.
4. Learning to solve their problems and take suggestions.
5. Learning to use and take care of tools and materials.
6. Experimenting freely -- science (magnet).
7. Building good steady work habits.
8. Beginning to see relationships -- home, store, farm, etc.
9. Learning to assume responsibilities.
10. Learning to ask questions and seek answers.
11. Having physical needs met by alternating periods of play and quiet and rest.
12. Expressing their ideas in a creative way. (art, stories, jingles, songs, etc.)
13. Having a variety of musical experiences.
14. Having a happy acceptance of their own contributions.
15. Learning to build confidence through successful efforts.
16. Enjoying stories and poems.

"How can I tell .....?"

. A "ready" youngster has considerable knowledge and comprehension of the world in which he lives.

. He understands the meaning of words that describe his world.

. He is curious, inquisitive.

. He recognizes similarities and differences among persons, objects, colors, forms, sounds, numbers, symbols.

. He draws general conclusions from what he sees going on around him, and he forms ideas on the basis of these conclusions.

. He has the intelligence and imagination to use his experiences, feelings and thoughts.

DAILY SCHEDULE

7:30 - 8:30	Organized class; Accept pre-school children to center
8:30 - 9:00	Organization: physical check-up, roll, opening exercises Sharing, show and tell, discussion, marking the calendar, naming the colors, planning the day's activities
9:00 - 9:45	Free Play: Books, housekeeping, Stories, records, puzzles, crayons, toys, games, clay modeling, painting (water color and finger), cutting with the scissors, dramatic play, building and constructing
9:45- 10:00	Wash hands; morning snack
10:00 - 10:45	Outdoor (when weather permits) group games, relays, Activities with large balls, stunts, rhythmic activities and other activities
10:45 - 11:15	Finger plays; music -- listening to records, singing songs, marching, and rhythmic activities
11:15 - 11:25	Restroom; wash hands and prepare for lunch
11:30 - 12:15	Lunch; conversation,social courtesies, table manners
12:15 - 1:15	Restroom; listening to stories, music, poems and complete quietness; resttime
1:15 - 1:30	Restroom; drinking water
1:30 - 1:45	Active games
1:45 - 2:15	Science experiences; observing, exploring, experimenting, and learning to care for plants, fish, and animals or Number experiences: Counting concrete objects, recognizing shapes, symbols, and differences in sets and objects and others
2:15 - 2:30	Restroom; Snack time
2:30 - 3:00	Free Play
3:00 - 3:30	Dismissal

4:00 Center closed

Some Principles for Scheduling the Daily Program

1. Provide blocks of time to allow for developing activities and evaluating progress. Periods shorter than half-an-hour are not recommended, because they cause tension, conflicts, and frustration.

2. Balance the active and quiet activities. A morning that consists of drawing, practicing writing, working on handwork activities, and reading is likely to produce frustrated, unhappy children. On the other hand, too many free periods fail to give security to the children or stability to the program.

3. Plan for some time to be the child's own. There is a need for a child to relax, to choose what he would especially like to do, to make his own choices of activity, materials, and children with whom to work.

4. Vary the program from day to day and week to week, but allow enough stability to give the children the security of knowing when certain activities come. Prepare the children for the unusual.

5. Plan for individual differences, interests, and abilities by giving children opportunity to participate in varied projects.

6. Make use of teacher-pupil planning to provide for continuity in the program, to give children opportunity for developing skills in group discussion and processes and in problem-solving techniques.

7. Plan to use resource people in the program. Use the art teacher, the science teacher, the gym teacher, and the auditorium teacher, if there is one, to enrich the learning experiences of the group.

8. Consider mechanical factors when planning the schedule. Among these are climate, space, building arrangements, size of group, length of session, maturity of group, seasonal changes, times at which you can get services of special teachers, and times the playground and gym facilities are available.

Lilliam M. Logan, Teaching the Young Child (Houghton Mifflin Company, 1960). pp. 101.

ACTIVITIES

1. Health, Physical activities, and Safety

Developing good health habits through teaching
Handwashing and toileting
Resting
Taking Snack time and Lunch Time
Playing Games
Doing Rhythmic activities
Developing safety habits through teaching
Dramatizing good safety practices

2. Language Arts

Listening to stories
Looking at books
Dictating stories, plan, poems, nursery rhymes
Watching films, filmstrips, and television
Developing vocabulary
Planning the day's activities
Recognizing likenesses and differences in shapes, sounds, and color
Dramatizing

3. Science

Taking science walks to observe immediate environment
Learn to care for plants, fish, and animals
Experimenting with a magnet prism, and magnifying glass
Observing weather conditions

4. Social Living

Discussing interests
Reporting on observations made by the teacher and children
Discussing and evaluating work
Developing discipline, self-reliance and responsibility
Discussing general thought-provoking challenges

5. Number Readiness

Counting concrete objects
Learning one to one correspondence
Recognizing groups of various sizes
Developing number vocabulary
Introducing an awareness of time and measurement (soon and late, big and little)
Recognizing symbols (number)
Observing the differences in sets of items
Sorting blocks, beads, cans, boxes of various shapes, and others
Seeing the relationship of fractional parts of a whole
Learning money facts
Learning how numbers are placed in sequence

6. Creative Experiences

Painting, clay modeling, illustrating with crayons, constructing
Listening to records, singing songs, marching, taking part in rhythmic activities
Listening to special instruments
Experimenting with rhythm instruments

7. Housekeeping and caring for personal needs

Removing and putting on wraps
Going to the toilet
Washing hands and checking on personal appearance
Putting away materials
Clearing tables and other work areas
Generally putting room in order
Setting tables, pouring milk or juice, counting and serving cookies or crackers
Completes given tasks
Follows directions

8. Relatively unstructured activities

Apparatus play, games, and indoor and outdoor play
Dramatic or representative play
Experimenting with science materials
Experimenting with musical instruments
Browsing in the library
Working with puzzles, formboards, flannelboards
Working with games of form recognition and number value

THE PRE-SCHOOL PROGRAM

Some of the ways in which children may grow through each activity of the pre-school program are given below:

Group Meeting provides an opportunity to:
Develop a good social climate
Listen when others are talking
Increase both understanding and speaking vocabularies
Experss ideas and make suggestions for group projects
Acquire a fund of general information

Work and Special Interest Time provides an opportunity to:
Plan and carry out plans
Meet concrete, problem-solving situations
Assume certain responsibilities
Work cooperatively with others
Express self in art and construction
Develop skill in using hands and materials
Learn the value of completing a task once begun
Develop good habits, attitudes and appreciations
Find joy and satisfaction in achievement

Snack Time provides an opportunity to :
Pause and relax
Assume responsibility for setting and serving a table
Build up social courtesies in informal conversation

Play Time provides an opportunity to:
Experience real joy
Practice fair play and good sportsmanship
Share and take turns
Follow the standards set up by a group
Develop and coordinate large muscles

Rest Time provides an opportunity to:
Have a time of uninterrupted quiet
Learn to relax
Learn to enjoy quiet
Listen to restful music or stories

Music Time provides an opportunity to:
Experience the joy of group singing
Express feeling, moods, and thoughts in songs
Build up a repertorie of songs
Enjoy listening to good music
Develop a feeling for rhythm
Express creative ideas through body movements

Story Time provides an opportunity to:
Develop an interest in books
Develop a respect for books and a technique for handling them
Build up a store of information
Build up an understanding and speaking vocabulary

WHAT CHILDREN WILL LEARN IN THE PRE-SCHOOL PROGRAM

The Pre-school's purpose is to develop each child to his fullest potential so that he may become a useful member of his family, community and our democratic society, as well as feeling worthy as a human being.

Goals for Fulfilling Purpose

1. To build a healthy concept of himself
2. To develop self reliance
3. To develop his creative abilities
4. To develop a curiosity for new learning
5. To develop his social and emotional behavior into ways which will be acceptable to him and to others

HELPING THE CHILD TO BUILD A HEALTHY CONCEPT OF HIMSELF

1. We listen to what he has to say.
2. We give him an opportunity to express himself through many different kinds of media.
3. We record his stories.
4. We praise his achievements.

5. We trust him to do certain jobs.
6. We encourage him to contribute his knowledge.
7. We let him know he is liked and loved even though he may make mistakes.
8. We do not push him beyond his limits.
9. We treat him like a human being--not like a little creature who knows nothing or who must be "trained like animals.

HELPING THE CHILD TO DEVELOP SELF-RELIANCE

1. Giving the child opportunity to plan his activities.
2. Giving him choices.
3. Helping him to evaluate his activities and decisions.
4. Planning with the group.
5. Helping him to see cause and effect.
6. Letting him make decisions.
7. Letting him try ways of doing things which are different from ours or other children.
8. Trusting his decisions.
9. Taking time to let the child discover how something should be done.
10. Not doing all his thinking for him.

HELPING THE CHILD TO DEVELOP HIS CREATIVE ABILITIES

1. All of the items mentioned in the self-reliance section are included.
2. By having materials in the classroom which will stimulate his imagination.
3. By having no set patterns to follow in art work.
4. By having many opportunities for the child to experience new learnings through trips, pets, visitors, etc.
5. By having equipment in the class room with which they can experiment.

HELPING THE CHILD DEVELOP A CURIOSITY FOR NEW LEARNING

1. By being curious ourselves.
2. By allowing time for the child to discover his own answers.
3. By having materials, stories, visitors, etc., which lead to questions.
4. By listening to the child's conversations and asking questions that he must think to answer.
5. By not pushing off his questions as unimportant or that it is not the right time or place.
6. By having materials and equipment which require exploration and experimentation.

HELPING THE CHILD DEVELOP HIS SOCIAL AND EMOTIONAL BEHAVIOR INTO WAYS WHICH WILL BE ACCEPTABLE TO HIMSELF AND OTHERS

1. By helping the child to identify his feelings.
2. By helping the child to understand who he has these feelings for.
3. By helping the child channel these feelings into acceptable ways of expressing himself.
4. By understanding how he feels, letting him know we want to help him, and by giving him the security of knowing that we will not let him hurt himself, others, or things.

WHAT DOES A KINDERGARTEN CHILD NEED?

1. He needs a friendly teacher and a homelike classroom.

   A major purpose of the kindergarten is to help children feel adequate in the new world of school. In a "good" kindergarten the children are eager to be there.

2. He needs opportunities to explore and understand his world.

   A major purpose of the kindergarten is to help children learn to understand and live intelligently in their world. In a "good" kindergarten the children are, at their level, thinking, working out simple problems, experimenting, gathering information, expressing in creative ways their understandings of, and feelings about the world around them.

3. He needs a maximum of freedom and physical activity.

   A major purpose of the kindergarten is to facilitate sturdy growth through providing the space, freedom, and equipment needed. In a "good" kindergarten children are able to be active in learning and are not obliged to sit still working at close work most of the day.

4. He needs protection, too.

   A major purpose of the kindergarten is to protect children from hazards to health and safety. In a "good" kindergarten the children's needs for rest, exercise, good nutrition, and safe behavior are being met.

5. He needs to "act his age."
6. He needs help in learning to live with other people.

Some Characteristics of the Five-Year Olds

1. ENERGY! Five-year-olds are in a period of relatively slow growth. They have abundant energy to use in behavior. They are self-propelled into incessant physical activity. They like situations and things that require physical exercise and allow freedom of body movement. The more energy a young child has, the more he uses to do things and to get into things--- to learn, after his fashion.

2. Five-year-olds like to play, play, talk, talk, talk. They imitate grown-ups and their activities, and make the familiar more familiar through play, pretending, acting out getting the feel of the characters they portray.

3. Five-year-olds like attention, thrive on adult approval, like to help, like to have help when they need it, like to succeed in doing things for themselves, like to be admired when they succeed, to be reassured when they find the going rough. They scent a friend, a phony, and a foe with uncanny rightness. They are more influenced by their feelings and by what they perceive than by words.

4. Five-year-olds are dependent in the literal sense of the word. They know this. The degree of self-dependence and self-assurance they possess depend largely upon the quality of affection he has experienced since infancy.

5. Children tend to repeat pleasant experiences; to avoid repetition of unpleasant experiences; to protect themselves from painful, fearful, shameful, threatening situations, those which they interpret as too big for them to handle.

Characteristics Of The Kindergarten Child

1. Has own individual sets of physical characteristics, such as body build, rate of growth, and color of hair and eyes
2. Vary widely in energy output
3. Is establishing handedness
4. Has uneven and fluctuating patterns of growth, including uneven muscular development; children lack coordination, are awkward, and tire quickly
5. Has individual requirements for food, rest, and activity
6. Is still developing eye and eye-hand coordination and control
7. Tends to use whole body in learning new skills----squirms, twists, and stretches different parts of the body
8. Is very susceptible to infection and diseases
9. Varies in elimination control, habits, and attitudes toward elimination
10. Seems to prefer children of own age
11. Fluctuate in individual pattern of social growth and will regress at times
12. Is forming images of self as a person
13. Is learning rapidly about the environment and people
14. Is learning to accept and give affection, a basic need of children
15. Has a natural urge to be active because his body is constantly producing and using energy in the processes of growth
16. Wants to learn and grow; has within him unfolding patterns of growth and characteristic tendency to function adequately, yet varies in potential, pace, interests and ways of learning

WHAT IS A KINDERGARTEN?

A kindergarten is a school for young children, a half-way place between the home education that they have had for four or five years and the school education that they will be required, legally, to have for the next twelve or thirteen years.

Kindergarten serves as a reception center which accustoms young children to being away from their homes regularly for at least half a day at a time and inducts them gradually into group living at school.

Kindergarten helps each child with the tasks of learning to accept and be accepted by other children, of learning social consideration, of learning to share space, things, and one teacher.

Kindergarten, as a reception center, familiarizes the children with materials and types of experiences that are usually included in the early years of the educational program of the elementary school.

Kindergarten is in a strategic place in a child's personality development and in his educational progress. It is not a transition from home to school. It marks the beginning of a double role that lasts throughout his growing years. To be helpful to a five-year-old, kindergarten must have the blended best qualities of home and school, and the harmonized expectancies and values of the adults who matter most to a kindergartener---his parents and his teacher.

Reference: How Good Is Our Kindergarten?
Lorraine Sherer
Educational International, Washington, D. C.

PRINCIPLES IN CHOOSING EQUIPMENT FOR CENTERS

1. Some equipment must be provided to encourage vigorous play. Young children have a basic need to be active. They need to learn how to use their total bodies and develop muscular balance.

   Suggestions: Jungle gyms, climbers, ladders, large sturdy packing boxes, digging tools, shovels, hollow blocks, play boards, sawhorses, wagons, tricycles, sandboxes.

2. Some equipment must reproduce on a child's level the living and work conditions of the home and the community where he lives.

   Suggestions: Housekeeping toys, dolls, doll buggies, beds, suitcases, mirrors, ironing boards, dress-up clothes, parts of old auto that are not dangerous, pump, rubber hose, transportation toys.

3. Some equipment which encourages children to share must be provided. But one doll or one wagon is not enough.

4. Some equipment must be provided which protects children's growing bodies. The size, length, and construction of chairs, cots and tables are important.

5. All equipment should be of suitable size and should be placed so that the children are encouraged to develop their independence and their ability to help themselves. Mirrors and pictures should be at the child's eye level.

6. Some equipment must provide for beginning experiences with living things and with natural science.

Suggestions: Simple garden plots in the play yard, growing flowers and plants inside the center, collections of seed pods, shells, stones, cages for pets, aquariums, magnets, siphons.

7. Some equipment must provide for beginning experiences with art materials. The opportunity to paint, to use finger paint and clay, helps the child to develop his imagination and to express his ideas as well as his happy and unhappy feelings. The joy of working with these art materials is much more important to the child's growth than is the product. Children should not be asked to follow adult patterns or to paint or crayon "between the lines." This can cause nervous tension.

   Suggestions: Large sheets of newsprint, Long-handled paintbrushes, calcimine or poster paint, clay, paste.

8. Some equipment must provide for beginning experiences with stories and books.

   The stories should be simple and, for the most part, related to the "here and now" experiences that extend the child's knowledge of his own world. Pictures should be artistically worth while.

9. Some equipment must provide for beginning experiences with music.

   Suggestions: A piano on which a teacher can play simple rhythm and folk songs. A phonograph----a good adult-sized one and if possible one that the children can play. Some unbreakable records.

10. Some equipment must provide opportunities for the child to play quietly at times by himself.

    Suggestions: Puzzles, crayons and paper, paste, blunt scissors, pyramids with discs or rings, baskets and boxes of small spools, small blocks, simple matching games.

11. Some equipment must provide opportunities for the child to have experiences in handling and working with materials that have different textures.

    Suggestions: Sandbox, sand toys, clay, fingerpaint, water sponges, siphon.

Minimum Requirements and Desirable Standards for Day Care Centers For Children

Division of Child Welfare

Tennessee Department of Public Welfare

Developmental Patterns of Children

Resource Materials

Films and Filmstrips

Observation Data

CHILD DEVELOPMENT CENTER

DEVELOPMENTAL PATTERNS OF THE FIVE - YEAR - OLD

PHYSICAL DEVELOPMENT

From three to six physical abilities develop at a fairly steady pace, increasing in skill rather than changing in character. For the sake of brevity, the ages are grouped according to characteristics.

FROM FOUR TO FIVE YEARS:

1. Are very active--love to hop, jump, skip, clumb, and race
2. Tend to go out of bounds
3. Can do things with their hands with increasing accuracy (cutting, lacing, etc.)
4. May have difficulty getting back to sleep if they wake at night

   Improve in appetite
5. Can help set table; usually enjoy being in the kitchen when meal is being prepared; like to ring dinner bell and help in other small ways
6. Have very few accidents--can usually manage themselves alone in bathroom
7. Dress themselves poorly in general but like to try on adult clothes

FROM FIVE TO SIX YEARS:

1. Can skip and jump well
2. Like dancing and physical exercises
3. Can hop on one foot
4. Can turn somersaults
5. Can handle wagon and sled easily
6. Can completely undress themselves, but dressing still presents a few difficulties
7. Can wash themselves but sometimes dawdle and forget
8. Like to do all things they know how to do

9. Usually have fewer colds than at four but are subject to whooping cough, measles, chickenpox, etc.
10. Usually cut the first permanent tooth during the year before or the year after six

WHAT TO DO FOR YOUR CHILD

1. See that the child has a rest period, if not an actual nap, in the middle of every day, at least up to the age of five or six.
2. Give him enough pure water to drink every day.
3. See that he has at least three regular meals a day, consisting of plenty of well-planned, well-balanced foods, including a minimum of three quarters of a quart of milk in some form.
4. If possible, let him sleep in a room by himself, certainly in a bed by himself, in a room with good circulation of air.
5. Keep to a fairly regular schedule about baths, meals, bedtime, etc., but allow occasional deviations so that the child does not become too dependent on routine.
6. Let him out of doors as much as possible, dressed for the weather.
7. Allow him all the freedom of activity possible, in appropriate clothes that fit comfortably and can stand rough use.
8. Supply him with play equipment appropriate for his age and ability.
9. Teach him to brush his teeth twice every day and take him to the dentist regularly.
10. Note his gains in height and weight.
11. Take him to the doctor or health station ofr periodic health examinations.

WHAT TO AVOID

1. Keep your child away from crowds to protect him from exposure to contagion.
2. Keep him from getting overtired.
3. No symptoms of illness--such as cold, upset stomach, fever, etc. --should ever be neglected.
4. It is not wise to dress him too warmly when he is playing vigorously or to cover him too heavily in bed.
5. Don't let him wear ill-fitting hand-me-down clothing.
6. Never make an issue of the child's eating habits.
7. If you make un-favorable comments about the food when the child is at the table, he will be sure to adopt every prejudice he hears.
8. Never laugh at, make fun of, or in any way comment unfavorably on any physical defect or backwardness in the child.

MENTAL DEVELOPMENT

From three on, children learn many things by doing them. By five they not only love to hear stories but like to tell tell them as well.

Children have intense curiosity at this period and their incessant questions are often trying. The questions should be answered honestly and intelligently, or you will be depriving them of a vital part of their education.

FROM FOUR TO FIVE:

1. Children have very lively minds at this age
2. Can talk and eat at the same time
3. Love to talk and ask "Why?" and "How?" constantly
4. Hop from one interest to another; seldom stay at one thing long
5. Want to be more grown-up than they are
6. Use silly words to make up stories they consider funny

7. Like to show off talking and thinking abilities
8. Love rhymes
9. Enjoy simple singing games
10. Can identify simple melodies
11. Improve in ability to explain things
12. In drawing, usually largest things are drawn first, that is the things they like best
13. Begin to criticize their own efforts

FROM FIVE TO SIX:

1. Are much more reliable than at four
2. Ask questions for information; want to know what things are for, how they work, etc.
3. Become intensely interested in helping with home chores
4. Like to finish what they have started and then go on to something else
5. Can usually draw a recognizable if crude human figure, remember a simple plot, and carry a melody
6. Have a greatly increased vocabulary of words and will use them without baby talk if encouraged to do so
7. Answer questions intelligently
8. Understand that printed words are symbols of objects and ideas
9. Like to act out favorite stories
10. Can distinguish their own right and left hand, but not others'
11. Are conscious of and interested in sex differences

WHAT TO DO FOR YOUR CHILD

1. Answer your child's questions in terms that he can understand and see that the information you give him satisfies him for the time being.
2. Be prepared for the question "What shall I do now?"
3. Help him to learn how to count to 10, to tell time, to distinguish between left and right, to do simple household chores.
4. Encourage his attempts at dramatizing stories by a sympathetic and interested attitude.
5. Hold simple conversation with him, extending to him the same courtesy and attention you would give an adult.
6. If you can speak another language, now is a splendid time to teach it to your child in conversation.
7. Call his attention to the funny side of things. Laugh at them with him.
8. Read and tell him stories about animals, vehicles and children.
9. Encourage him to express himself in stories, songs, drawings, scrap-books, etc.
10. Give him plenty of pencils, crayons, paper, picture and story books.
11. Sing with him. Play the piano for him if you can. Listen with him to music he enjoys on the radio or phonograph.
12. Help him to plant some large seeds, and as they grow tell or read him stories of plant life.
13. Give him constructive toys that do not break easily.
14. Work with his creative instincts by encouraging handicrafts.

WHAT TO AVOID

1. It is unwise to make a child feel that he is doing something bad if he tells you whoppers occasionally. He is indulging his growing imagination, and that is, in general, a good thing. But if he does it too consistently, help him understand the difference between make-believe and fact.
2. Trying to force your child's taste to agree with yours is foolish and useless. Surround him with good things and he will choose them of his own accord when he is ready to understand them. But if you ram them down his throat he may turn against them forever.
3. See that you do not use the kind of speech you do not want him to use.

SOCIAL AND EMOTIONAL DEVELOPMENT

By five the child grows up for good, emotionally speaking. At six he is more reliable than he has ever been before and, feeling independent, he can generally be depended on to do what is expected of him--assuming that not too much is expected.

FROM FOUR TO FIVE YEARS:

1. Love to be with other children
2. Prefer play to anything else
3. Are given to quoting mother or father as final authority on any question.
4. Love their own home unless it has been made specifically distasteful to them
5. Love to act out home scenes

6. Can usually fight their own battles unless there are too many of them to fight
7. Love going out alone with father
8. Are less likely than at three to invent imaginary playmates
9. Still need to be prepared for new social contacts
10. Are generally cooperative in social contacts

FROM FIVE TO SIX:

1. Are so sure of themselves that they want to be protective of younger children
2. Are proud of their possessions, clothes, accomplishments
3. Mother is the adored center of their universe
4. Like to talk about what they used to be like when they were tiny babies--thus detaching themselves from babyhood
5. Become more competent and more stable, have more confidence in people
6. Get along well with playmates in small groups, preferably one at a time
7. Seek affection and applause
8. May be shy but begin to build steady relationships with people
9. May still have frightening dreams or nightmares about wild animals, bad people, etc.; but in general have fewer fears than they have had
10. Do not very often go off into temper tantrums, and when they do, return to normal sooner than formerly
11. Tend to monopolize conversation at table, which may interfer with eating behavior
12. No longer like to show off before company
13. Take very little responsibility about clothes
14. Like to prepare and plan for things
15. Like to finish what they have started but cannot always do so without help.

16. Become quite modest about exposing body
17. Become more interested in mothering a new baby than in the sex aspect

WHAT TO DO FOR YOUR CHILD

1. Let the child be alone when he wants to be, but listen, with as much interest as possible, to everything he has to say, which, at this age, will probably be a great deal.
2. Encourage him to play with other children of his own age.
3. Try to make him see the value of good sportsmanship.
4. Do everything you can to help your child to be interested in things and people outside himself.
5. Encourage the child and his father to have a friendly, chummy relationship and to go off on excursions together occasionally.
6. Lead your child, don't push him. He'll go where you want him to far more willingly.
7. Encourage your child to like people and trust them. Out of this attitude will grow kindness and consideration--the best basis for the kind of good manners that really count.
8. If your child exhibits undue aggressiveness or hostility, make allowances for him because these are emotions to be expected at this age, but do your best to channel them for socially constructive purposes through play, tools, etc.
9. Encourage him to be cooperative and responsible in his relations with other people, both children and adults, and to join in any community projects appropriate to his age, interests, and abilities.

WHAT TO AVOID

1. Try not to let him feel that you choose his friends for him or that you do not let him choose his own.

2. Too much adult companionship is not good for children.
3. It is foolish to try to teach a child manners---or anything else for that matter---without giving him a sense of the basic meaning behind what you are trying to teach.
4. Never make a child feel unduly guilty for his mistakes. Help him rather, to get a feeling of enjoyment from doing the right thing.
5. Never make explanations scary, and never put fears of any kind into a child's mind.
6. Remember that a child's seeming conceit and boastfulness, which usually show themselves at about four, are normal ways of trying out his new powers.
7. Forcing a shy child to be sociable to a guest will do no good. Give him a chance to take the initiative himself.
8. It is better to keep a child from getting into trouble than to punish him after he has got into it.
9. It is better not to threaten a child--certainly not with something that can't or won't be carried out.

MORAL AND SPIRITUAL DEVELOPMENT

The child from three to six who has been handled sensibly during his early years is usually truthful. At first fact and fancy are confused in his mind. Later he may tell tall tales to enjoy the sensation he creates. The difference between bact and fancy and the desirability of telling the truth about real happenings should be pointed out to him as occasions arise, in terms he can understand.

FROM FOUR TO FIVE YEARS:

1. Become aware of others' opinions and care about them
2. Appreciate receiving new privileges
3. Are inclined to wander out of bounds
4. Are usually less eager to ehlp around the house than at three

5. Develop strong sense of home and family
6. May be able to sit through a short part of church service
7. Usually enjoy Sunday School
8. May like to say prayers

FROM FIVE TO SIX YEARS:

1. Want to do things independently and become more and more responsible and self-reliant in doing them
2. Show quite remarkable ability to endure hardships
3. Can often distinguish between truth and falsehood
4. Are interested in natural beauty
5. Begin to have a sense of goodness--may sometimes be " a little angel" but not consistently
6. May blame others for their own wrongdoing
7. Begin to have an understanding that there is a vast creative force called God; ask frequent questions about Him
8. Are interested in now and here--still have little understanding of past and future

WHAT TO DO FOR YOUR CHILD

1. Learn what to do constructively in place of punishment.
2. Make the best possible use of praise. Emphasize the child's successes, not his failures.
3. Give him as much independence as you think he is ready for, keeping it within bounds by your approval and, when necessary, disapproval. Try to keep a good balance between freedom and restraint.
4. Be consistent, fair and truthful with your child.

5. Build self-reliance by showing him what the consequences of his actions will be and by guiding him toward success.
6. Teach your child to be trustworthy by showing him that what he does either at home or away from home means more to you than whether he is caught doing it.
7. Understand the new techniques of handling personality problems.
8. Realize that character is caught rather than taught. What you are is more effective than what you say.
9. Control what you say about people. Make it good whenever you sincerely can.
10. Teach all the virtues by example--and try to be the kind of person whose example your child will want to imitate because he loves and admires you.
11. Have a clear picture, in your own mind, of your aim in religious training.
12. Continue simple prayers both morning and evening.
13. Bring the child up in his own faith but teach him tolerance toward the faiths, beliefs, and customs of others.
14. Be kind and trustworthy yourself.

WHAT TO AVOID

1. If you try to teach religion to your child before he is ready to appreciate its meaning, you run the risk of setting him against it.
2. Remember that young children do not understand abstract terms like goodness, mercy, justice, etc.
3. If you lack appreciation of the value of beauty, art, music, character, religion, etc., you cannot expect such appreciation of your child, although he may come to it later through outside influences.

4. If you do not want your child's values of life to be based on material considerations, be sure your own are not either.
5. Never invoke fear or anxiety in your child.
6. Never laugh at his questions about birth, death, heaven, God, church, etc., no matter how confused they may be or how ridiculous they may seem.
7. Do not expect him, at this age, to sit quietly through a long church service.
8. If you have a superior or snobbish attitude toward other people you have no right to expect forbearance or consideration or kindness from your child.
9. You should not try to force your child to love someone he really doesn't like. Love and respect are not the same.

Reference:

The Bookshelf Plan of Child Development by the Mothers' Department of The University Society, Inc.; Educational Publishers, New York

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2. Brown, Margaret Wise. Home for a Bunny. New York: Golden Press, Inc., 1956.

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FILMS

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2. Helping in the Care of Younger Children. U. of Minnesota. 11 min. Care of children takes into account their needs: affection, security, approval, safety, proper food and rest.

3. No Two Alike. (Individual differences and psychological development) U. of Minn. 30 min.

4. Child Care and Development. U. of Minn. 18 min. Considers the daily physical care that insures a happy, healthy child.

5. Principles of Development. U. of Ill. 17 min. Outlines the fundamentals of growth from early infancy through childhood.

6. Child Development: Sibling Relations and Personality. U. of Ill. 22 min. Case studies are used to demonstrate the relationships a child has with his brothers and sisters throughout developmental years.

7. Children's Emotions. U. of Ill. 20 min. Through dramatic illustrations, development and guidance of children's emotions at various age levels up to 10 years.

8. Learning About Learning. U. of Minn. 30 min. Film explains the newer theoretical concepts about the ability to learn.

9. Clothing for Children. U. of Ill. 10 min. Explains principles of functional clothing for babies and for children at the pre-school levels.

10. Your Children's Meals. U. of Ill. 14 min. Discusses the problem of getting children to eat.

11. Your Children's Sleep. U. of Ill. 25 min. Gives suggestions about ways in which the child can be helped in meeting his sleep problems.

12. Your Children's Teeth. U. of Ill. 12 min. Explains that the child should be given a well-balanced diet and taught the proper method of brushing the teeth.

13. Your Children's Play. U. of Ill. 20 min. Illustrates how children of different age levels learn by playing and how they acquire knowledge, physical dexterity, and an understanding of the world about them.

14. Children's Fantasies. U. of Ill. 21 min. All children dwell in fantasies. Key is to learn to make fantasies useful rather than destructive.

15. Eat Well, Grow Well, U. of Minn. 10 min. Explains importance of well-balanced, nutritious diets for children. Will encourage children and teens to take an interest in eating proper foods.

16. Child Grows Up. U. of Ill. 12 min. Shows activities of the normal child from one to six, emphasizing habit training, proper play and equipment for developing mind and body; nursery school, food, physical care, and exercise.

17. Part I: If These Were Your Children. U. of Ill. 28 min. Depicts the activities and behavior of a group of very young school children with their teachers during an ordinary school day.

Part II 22 min. Planned to stimulate discussions on the importance of recognizing early signs of emotional difficulties.

18. Children Are Creative. U. of Minn. 10 min. Children work creatively with a minimum of direction from their teacher.

19. Children Learn by Experience. U. of Minn. 30 min. All children have the urge to learn.

20. They Grow Up So Fast. U. of Ill. 25 min. Highlights reasons for a good program of health and physical education.

21. Foods and Nutrition. U. of Ill. 11 min. Explains principles of nutrition. Portrays by animation the metabolism of these nutrients and explains the method of determining basal metabolism rate--why each of our needs vary.

22. Jamie, the Story of a Sibling. McGraw-Hill Co. 28 min. Prevocative treatment of sibling rivalry and family relationships.

23. Feeling Left Out? U. of Minn. 13 1/2 min. When Mike stops concentrating on getting into the gang, he awakens to the many opportunities for other friendships.

24. From Sociable Six to Noisy Nine. U. of Ill. 20 min. Shows normal behavior expected of six to nine.

25. From Ten to Twelve. U. of Ill. 26 min. Shows how much of conflicting behavior of pre-teens may be a normal part of their growth and development.

26. Children Without. U. of Minn. 30 min. A commentary on a current problem in educating the disadvantaged child.

27. Child in the Middle. U. of Ill. 18 min. Shows how the cooperation between home and school results in clearing obstacles to learning for an elementary school child.

28. Children Around the Globe. (filmstrip--set of four). Eye Gate Co. Show how children live in different cultural areas.

29. Babby Sitter. U. of Minn. 16 min. Points out the important skills and knowledge the sitter should have.

30. One Day's Poison. U. of Minn. 30 min. Discusses and shows the work of the Poison Control Center at a hospital. Shows examples of parental carelessness that may lead to tragedies.

31. Home Nursing. U. of Minn. 11 min. Shows proper procedures in caring for the sick in the home.

32. You're Growing Up. U. of Ill. 10 min. Deals with some of the complicated physical and emotional processes of growing up. Four major periods of physical growth are considered: birth to age 3, 4 to 10, 11 to 16, and 17 to 20.

33. Understanding Your Emotions. U. of Minn. 13 1/2 min. Explains the process of conditioning by showing different emotional responses to the same stimulus.

34. Helping in the Care of Younger Children. U. of Ill. 10 min. Shows how understanding aids in gaining the cooperation of younger children.

Film Sources

Eye Gate Company 146-01 Archer Ave., Jamaica, New York

University of Illinois, Visual Aids Service, Division of University Extension, Champaign, Illinois 61822

University of Minnesota, Audio-Visual Extension Service, 2037 University Avenue S. E., Minneapolis, Minnesota 55455

Educational Film, Memphis City Schools, Division of Educational Materials, 2597 Avery Avenue, Memphis, Tennessee

35. Aptitudes and Occupations. 16 min. Discusses six of the fundamental human abilities and indicates how a student may determine how much of each of these abilities he has.

36. Choosing Your Occupation. 11 min. Self-appraisal, occupational possibilities, preparation requirements and guidance facilities are shown for help to the student.

37. Getting A Job. 16 min. This film explores the variety of leads which are open to high school students in search of a job. If also describes how to use the many aids to job-hunters, such as the personal history, the letter of application and the letter of recommendation.

38. How To Keep A Job. 10 min. Admitting the importance of selecting the right vocation and specific position, job success also involves getting along with fellow workers, conduct of work, attitude toward company, and several other factors.

39. Should I Go To College? 29 min. The distinguished porfessor answers some of the questions which are most often asked by students who are trying to determine whether or not they should go to college.

40. You And Your Work. 10 min. This film shows some of the factors in enjoying one's work and giving good service.

41. What Greater Gift. 28 min. Shows the professional preparation, understandings and skills essential to good teaching.

42. Ages and Stages Series. Produced by National Film Board of Canada, Distributed by McGraw-Hill Book Company.

OBSERVATION

GETTING ACQUAINTED WITH THE SITUATION

During this observation you will see children who are five years of age. You will see the teacher and teacher aides helping them to be secure and happy in surroundings that encourage development. It is very important to a young child to be comfortable and happy in a group. His first experiences away from his family should be happy since they form the basis of much of his developing independence in later school life.

1. How was the room set up to meet the needs of the children, such as size of furniture, room arrangement, toy placement, etc?

2. How did the schedule of activities meet the needs of the children?

3. What did you see children learning?

4. Of all the things you saw in the child development center, what impressed you most?

OBSERVATION

LEARNING THROUGH ROUTINES

In this observation you will see children learning many things that we accept automatically such as washing hands, toileting, buttoning and unbuttoning, unfolding and putting away rugs, drinking juice, etc. While learning these skills they must concentrate on what they are doing and how to do it. Generally, with the help of an adult, children enter into routines with feelings of independence and happiness.

1. What differences did you see in the children's ability to dress, or wash or master zippers, or drink their juice, etc?

2. What child do you think was the most independent in the routines you observed? Why?

3. Give examples of ways you saw the teacher helping a child gain independence in routine activities.

4. How did the children accept the routines?

OBSERVATION

PHYSICAL DEVELOPMENT

Purpose: During this observation you will look for differences in growth. You will see a wise difference in the physical development of the children. Although they are about the same age, they are very different in size. Some are taller, heavier, or broader than others, and some have bigger bones. Their muscular development shows in the way they use their bodies and handle materials.

1. Select two children who are different in body build. Describe differences in how they look and what they did.

   Child # 1

   Child # 2

2. What toys and equipment in the child development center encourage the children to be active?

   How does this activity help them to grow physically?

3. How did you see children (a) using large muscles, (b) smaller finer muscles?

4. Watch one child for five minutes. Hor long was he quiet? Describe the different movements he made. What can you say of the ability of a child this age to keep quiet? How should we plan schedules for children in terms of their need for activity and rest?

OBSERVATION

SOCIAL DEVELOPMENT

During this observation you will see children working and playing together. Children need opportunity to learn to work and play with children their own age. This is called social development. Since there are both adults and children in the school, children have experiences in building friendly attitudes toward adults as well as other children. This may be a child's first experience with other children. He may feel strange and because of this may not enter activities right away. Another child may be ready to play only with children near by while some will play with other children immediately. This readiness depends on his age, his interests, and what experiences he has had with other children. He has many things to learn. He must learn to share and take turns. He comes to realize that his own freedom must not interfere with other people or destroy materials.

1. Describe one child who plays with other children. Why does he seem to get along with others?

2. Which children tend to play alone? What do they do when alone?

3. Pick out a group (two or more) playing together. What were they playing? How long did the play last? What materials were they using? What did they say? How did they share materials? What broke up the play?

4. In what ways did the children need or ask for adult help in their play?

5. Describe the behavior of a child who couldn't get along with the other children. How did the other children react?

OBSERVATION

EMOTIONAL BEHAVIOR

During this observation you look for experiences of feelings. Feelings influence a child's behavior and are important to his personality development. Some feelings are pleasant, others unpleasant. Children express their anger, fear, and love in different ways. If a child is angry he may express it in scream, kick, throw his body around, cry, pout, sulk, hit, refuse to cooperate, talk about it. etc. He expresses affection and love by caresses, staying close by, protecting another, sharing, showing consideration, talking about it, sympathizing, etc.

1. Describe different ways you saw children expressing feelings.

2. Did these feelings you described interfere with (1) other children, (2) the group as a whole, (3) or the child's own well being? Why? How?

3. Give an example of the teacher helping the child to control an emotional expression which interfered with the group or the child's own being.

OBSERVATION

GUIDANCE AND CHILD-ADULT RELATIONSHIPS

Parents and teachers are very important to a growing child. The world will be happy and secure for him if he has confortable, warm, friendly relations with adults both at home and at school. Not only does he need adults to accept and love him as he is, but he needs adults who set limits on his activities and who are constant in relations with him and who respect him as a person. Both at home and at school children need help and guidance.

1. Describe ways you are to see children showing affection and friendliness (a) for the teacher (b) for other children.

2. Describe a situation where the teacher shows firmness and sets limits on a child's activity. How did the child cooperate?

3. List five directions given by the teacher to the children. Describe how they responded.

4. How did the teacher encourage children to use materials and equipment constructively? What help did she give in getting out materials and putting them away?

5. How did the teacher help children settle disagreements?

6. What guidance did the teacher give when a child failed to cooperate or interfere with other children? How did she help children settle disagreements?

OBSERVATION

MOTOR ABILITY

Choose two children who seem very different in motor ability and answer the following questions concerning each of them:

1. Does the child appear to have firm muscles and good posture or flabby muscles and poor posture?

2. Are the child's leg muscles more or less developed than his arm muscles?

   Describe the activity on which you base this judgment.

3. Are the child's movements graceful, awkward, light, heavy, steady, changeable from one activity to another?

4. When the child walks upstairs, does he alternate feet, hold the rail, walk independently?

5. Is the child agile on climbing apparatus?

6. Is the child proficient in using the following materials:
clay, finger paint, easel paint, crayons, scissors?

Describe:

7. Is the child agile in running activities?

8. Does the child handle utensils easily when eating?

9. Describe one of the child's favorite activities which you think depends on his locomotor skills?

10. Describe one of the child's favorite activities which you think depends on his manipulative skills.

CHILD DEVELOPMENT

Physical Conditions

General Appearance: This should be a summary of the outstanding physical traits which characterize the child.

Vision: Note possible evidence of poor vision in such things as crossed eyes, glasses, blood-shot eyes, tics about the eyes, squinting, frequent rubbing, position of head in reading or walking, holding book less than twelve inches from eyes.

Hearing: A whisper test or a watch-ticking test may be used as helpful devices in the class room.

Nose: Note any unusual conditions such as mouth breathing, evidence of colds, "adenoidal speech," etc.

Teeth: Note regularity, decay, buck teeth, whether stained or dirty, deciduous, or permanent teeth.

Breath: Note presence or absence of continuous bad breath.

Voice: Some noticable qualities of the voice are: strength, pitch, nasality, thickness, harshness, and speed of speaking. Does the voice alter considerably from schoolroom to playground or home? Any stuttering/lisping or baby talk?

Skin: Note color as healthy or pale. The mucuous membranes along the gums and inner surface of the eyelids may indicate poor nutrition when they are particularly pale. Note presence or absence of discoloration or puffiness about the eyes.

Posture: Note whether listless or energetic, roundshouldered, or erect.

Gait: Normal, springy, draggy, pigeon-toed, graceful, awkward, energetic, slow.

Handedness: Note preferred hand in a bumber of tasks.

Horace B. English. Child Psychology New York: Henry Holt and Company

CHILD DEVELOPMENT

PHYSICAL CONDITIONS

Name of Child_____School_____

Date_____Name of Rater_____

General Appearance:

Vision:

Hearing:

Nose:

Teeth:

Breath:

Voice:

Skin:

Posture:

Gait:

Handedness

Limited Experiences With Children

Science

Art

Play

Story Hour

Rest

Snack

Restroom

Health and Safety

Social Living

SOME SUGGESTED SCIENCE ACTIVITIES

1. Experiments and Materials For the Study of Air and Air Pressure

   show where air may be found, show that air takes up space, show that air has weight, show that air exerts pressure.

2. Experiments and Materials For the Study of Heat

   the expansion effect of heat, temperature, transfer of heat, melting and boiling, heat engines.

3. Experiments and Materials For the Study of Weather

   Weather instruments, a weather station, winds and weather, how moisture gets into air, how moisture gets out of the air.

4. Seeds

   Sorting blowing in wind, picking from coats or watching how they catch a ride arranging a seed collection, collecting food for winter birds, making poster showing seeds that fly.

5. Experiments With Plants

   Planting lima beans or scarlet runner beans and from time pulling one plant up to see how it grows, watching sprouted potatoes growing in dark and in light, planting potato cutting with an eye and watching it grow, bringing twigs into the room in the early spring and watching them develop, having a bean race, each child having a bean, growing sweet potatoes and carrots in water.

6. Flowers

   Arranging bouquets for room decoration, making weed bouquets, bring yard flowers and have a flower exhibit.

7. Insects

   Collecting, feeding observing crickets or grasshoppers and other insects.

8. Borrowing Pets

   Such as rabbits, turtles, guinea pigs, insects, canaries, white mice, hen and chickens, making animal cages, feeding the animals, watching them, listening to them, observing their habits, learning care in handling them, collecting them from the country, buying them from the pet shop.

9. Keeping An Aquarium

   Washing sand and pebbles, helping arrange plants, helping carry water, feeding fish (only three times per week), watching fish, observing habits, watching development of tadpoles.

10. Keeping A Terrarium

Collecting plants from woods, filling terrarium with live insects and animals, watching plants grow, watering occasionally.

11. Caring For House Plants

Watering each day, growing slips in cutting pot in sand, caring for bulbs such as paper white narcissus, keeping chart record of growth of bulbs.

12. Maintaining A Nature Table

Bringing in interesting objects of nature such as acorns, seeds, flowers, leaves, rocks, birds' nests, watching growth of plants.

13. Going On Excursions

Find nuts, flowers for bouquets, just to explore. (Two walks a week for kindergarten considered the minimum by one science specialist)

14. Making A Museum

Exhibits of rocks, shells, nuts, insects, nests, plants, quills, bark, bones, cotton, wool, fungus growth, gourds.

15. Playing with Magnets

Noticing what things magnets will and will not attract, fishing with magnets---catching paper fish with nail put through them to be attracted by and other objects.

16. Sound

Playing on drum, playing treble and bass keys of piano, noticing vibrations of strings on piano, striking tumblers filled with varying amounts of water, having band of boxes---hat boxes, oatmeal boxes, etc., listening to chimes, church bells.

17. Light

Watching light reflected on ceiling from aquarium, playing with prism hanging in window, looking in mirror, playing with mirror reflecting sunlight, observing variations of shadows at different times of the day, playing shadow tag.

18. Chemistry

Dissolving things in water---salt, sugar, ink, watching salt and crystals form as water is evaporated from salt water.

CHILD DEVELOPMENT CENTER

GUIDANCE TIPS FOR TEACHING ART

1. The teacher's chief role in the art activities in the kindergarten is to provide a variety of art media and to allow the children freedom to manipulate and explore them and give expression to their ideas through them.
2. In all the varied types of art activities in which the children engage, the teacher is concerned with what the experience does for the children rather than with the product of their creativity.
3. The teacher should have clena-up equipment easily accessible to the children so that they can take care of their mishaps with art media as well as participate more efficiently in the clean-up process that follows the activity.
4. The teacher will operate under the "hands off" policy. She does not need to show the children how to paint or model with clay. Neither should she ever show a child how to make a bird or a tree or any object for which he may ask help.
5. She will not ask the child what he is painting or drawing. Only occasionally will she ask the child to tell her about his picture.
6. Displaying the children's art work should be done for encouragement of the individual child rather than for decorating the room.
7. Patterns, hectographed materials, and coloring books have no place in a kindergarten.
8. The teacher will interpret the art program to the parents for clarity.

Reference: Newbury, Josephine. Church Kindergarten Resource Book. The CLC Press, Richmond, Virginia. 1952.

CHILD DEVELOPMENT CENTER

Cleaning Up Rhymes

1. Pick them up, oh, pick them up. Put the toys a-way. Pick them up, oh, pick them up. Put the ball a-way. (Substitute the names of other toys that are out.)

PUT THE TOYS AWAY

2. O, do you know what time it is? what time it is, what time it is? O, do you know what time it is? It's almost clean-up time.

O, DO YOU KNOW WHAT TIME IT IS?
Tune: "O, Do You Know the Muffin Man?"

3. Clean-up time is almost here, Almost here, almost here; Clean-up time is almost here; We'll be ready.

CLEAN-UP TIME
Tune: "London Bridge Is Falling Down"

4. We're cleaning up our room, We're cleaning up our room, We're putting all our toys away, We're cleaning up our room.

WE'R CLEANING UP OUR ROOM
Tune: "The Farmer in the Dell"

5. Good helpers we will be, Good helpers we will be, There's wook for all, there's work for all. Good helpers we will be.

GOOD HELPERS WE WILL BE
Tune: "The Farmer in the Dell"

6. This is the way we pick up our toys, Pick up our toys, Pick up our toys. This is the way we pick up our toys, At clean-up time each morning.

Newbury, Josephine. Church Kindergarten Resource Book, Richmond, Va.: The CLC Press. 1952

CHILD DEVELOPMENT CENTER

7. Resting time is quiet time; We have stopped all our play. We will lie down on our mats (cots), It's our quiet time of day. Resting time is sleepy time. We are quiet at rest. Resting time is sleepy time; We will close our eyes and rest.

RESTING TIME
Tune: Brahms' "Lullaby"

8. We're glad to see you, We're glad to see you, We're glad for our friends, We're glad to see you.

WE'RE GLAD TO SEE YOU
Tune: "Happy Birthday to You"

9. We have had a happy time, We have had a happy time. In our work and in our play, We've had fun at school today.

WE HAVE HAD A HAPPY TIME
Tune: "The Farmer in the Dell"

10. We're glad to be together again, Together again, together again. We're glad to be together again, In our school today.
There's _____and_____and_____and_____,
_____and_____and_____and_____,
In our school today.

Newbury, Josephine, op. cit., pp. 92, 93, 101.

PUPPETS

1. PALM PUPPETS

The most simple kind of puppet is made by drawing a face on the palm of the hand with a soft lead pencil or painted on with tempera paint. A piece of cloth can be draped around the arm if a costume is desired.

2. STICK PUPPETS

Note: A tongue depressor serves as a handle for manipulating all of the puppets to be described here.

3. CLOTH-HEAD PUPPET

Materials Needed:
- Cotton batting
- Tongue depressor
- Cotton Cloth
- String

Procedure:
- Wad cotton over end of tongue depressor
- Bind with cloth, stretch tautly
- Draw a face
- Put on dress to cover tongue depressor and hand, if desired

4. PAPER BAG PUPPET

Materials Needed:
- Very small paper bag
- Cotton batting or crumpled newspaper
- String
- Tongue depressor

Procedure:
- Fill bag with cotton batting or newspaper
- Insert tongue depressor in bag
- Bind loose edges of stuffed bag around tongue depressor with string
- Paint face on bag
- Put costume around hand and tongue depressor, if desired

5. POTATO PUPPETS

Materials Needed:
- Potato
- Tongue depressor
- Paint or bits of colored construction paper and pins

Procedure:
- Insert tongue depressor in potato
- Decorate one surface of the potato with paint to form a face or use bits of paper, kept in place by pins, for facial features. Hair can be added by pinning on strands of yarn or strips of paper

6. PAPER FIGURES OF PEOPLE OR ANIMALS

Materials Needed:
Paper figures
Tongue depressor
Paste or staples

Procedure:
Make desired figure, cut out, decorate
Mount on tongue depressor with paste or staple it to the tongue depressor

7. FINGER PUPPETS

Materials Needed:
Narrow bands of paper
Scotch tape

Procedure:
On narrow band, draw a face or animal
Tape band around a finger, or one around each of as many fingers as are needed for the play
In the action of the play, fingers are bent when not "on stage"

8. POTATO PUPPETS

Materials needed:
See previous section

Procedure:
Instead of inserting tongue depressor, cut (with apple corer) a hole large enough for 2 fingers, in one end of the potato

FINGER PLAYS

HERE IS THE CHURCH

Here is the church

And here is the steeple.

Open the door,

And here are the people

This little pig
Never grew to be big---
So they called him Tiny Little Andy.
(Point to your little finger.)

FIVE LITTLE PIGS

This little pig

Danced a merry, merry jig;
(Point to your thumb.)

This little pig

Ate candy;
(Point to your pointing finger.)
This little pig
Wore a blue and yellow wig;
(Point to your middle finger.)
This little pig
Was a dandy;
(Point to your ring finger.)

THE BEEHIVE

(Make a fist with your hand.
This is a beehive. Bring out
a finger as you count each bee.
Begin with your thumb.)

HERE IS THE BEEHIVE. Where are
the bees? Hidden away where no-
body sees. Soon they come creep-
ing out of the hive--- One!---
two!--- three! --- four! --- five!

THE ANT-HILL

(Make a fist with your left hand.
This is an ant hill. Bring out
a finger as you count each ant.
Begin with your thumb.)

Once I saw an ant-hill
With no ants about;
So I said, "Dear little ants,
Won't you please come out?"
Then as if the little ants
Had heard my call ----
One! two! three! four! five
Came out!
And that was all!

HANDS ON SHOULDERS

(The rhyme will help you know what to do.)
Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes.
Hands up high in the air,
Down at your sides; now touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

RIGHT HAND, LEFT HAND

(Each line of this rhyme will tell you
what to do with your hands.)
This is my right hand, I'll raise it up high.
This is my left hand. I'll touch the sky.
Right hand, left hand/ Roll them around.
Left hand, right hand, Pound, pound, pound!

BABY SEEDS

In a milkweed cradle, Snug and warm, Baby
seeds are hiding, safe from harm.
(Cup your two hands together.)
Open wide the cradle. (Let your hands open
slowly.)
Hold it high. (Stretch your arms high.)
Come Mr. Wind, Help them fly! (Make
fly-away motions to show the seeds
sailing away in the wind.)

THIS OLD MAN

This old man, he played one(hold up one finger.)
He played knick-knack on his thumb. (Tap your thumbs together.)
Knick-knack, paddy-whack, give the dog a bone, (clap your hands on your knees; clap your hands together; then hold out one hand as if you were giving a bone to a dog.) This old man came rolling home. (Make a rolling motion with your hands.)

This old man, he played two, (hold up two fingers.) He played knick-knack on his shoe. (Touch your shoe. Repeat lines 3 and 4 above.)
Continue as: Four---Floor; Five---Drive; Six---Sticks; Seven---Devon; (Point away from you.) Eight---Pate (Point to head.); Nine---Spine (Point to your back.); Ten---Then (Clap your hands.)

I WISH I WERE A WINDMILL

(Stretch out both your arms at your sides. Bend left, then right. Your arms will go up and down like a windmill.)

I wish I were a windmill, a windmill, a windmill.
I wish I were a windmill. I know what I would do,
I'd wave my arms like this, like this.
I'd wave my arms like this, like this.
I'd wave my arms like this, like this.
And that's what I would do.

(Put your fingers on your head to make rabbit ears, and hop the way a bunny does.)

I wish I were a rabbit, a rabbit, a rabbit.
I wish I were a rabbit. I know what I would do.
I'd go like this--- hop-hop, hop-hop!
I'd go like this--- hop-hop, hop-hop!
I'd go like this--- hop-hop, hop-hop!
And that's what I would do.

(Make up some words of your own. Pretend you are a bird, a galloping horse, a butterfly, or anything you like.)

THE FAMILY

This is my father. (Hold up your thumb.)
This is my mother. (Hold up your pointing finger.)
This is my brother tall. (Hold up your middle finger.)
This is my sister. (Hold up your ring finger.)
This is the baby. (Hold up your little finger.)
Oh! How we love them all! (Clasp your hands together.)

GRANDMA'S SPECTACLES

Here are Grandma's spectacles. And here is Grandma's hat;
And here's the way she folds her hands, And puts them in her lap.

Here are Grandpa's spectacles. And here is Grandpa's hat;
And here's the way he folds his arms, And sits like that.

LISTENING FOR COLORS

Read a short story or poem in which there are several colors mentioned. Example: Little Red Riding Hood, Little Boy Blue, The White Woolly Lamb With the Pink Bow Tie. The children find the colors.

LISTENING FOR WORDS THAT SOUND ALIKE

The teacher reads two lines that rime to the class, then asks a child to tell which words sounded alike.

Example: Jack and Jill
Went up the hill.
Boys and girls like to wade
In the puddles rain has made.

Let the children make up their own rimes.

LISTENING TO A POEM READ

Children enjoy having you read a poem as they listen for sounds in the poem. Example: Sound of wind, rain, chugging of trains, roaring of airplanes, whistles blowing, dogs barking, kitten mewing, child crying, laughter, sound of drums, etc.

FINISH THE STORY

The teacher begins a story, then asks the children to finish it. Children use their imagination in bringing it to a close. Children like repetition of a familiar theme; They will elaborate upon it with ease. They like to use their own names, or a strange, long name that rolls off the tongue with ease.

OTHER GAMES

BOUNCING THE BALL

Let them bounce, catch, and throw the ball. This is to develop the coordination that many of them don't yet have.

A BASKETBALL GAME

Two teams choose captains and select a name for their team. The teams sit on opposite sides of the room in a long line, facing each other. Two children are scorekeepers, using the blackboard or large sheet of newsprint. Scores are kept by making short marks for each point.

A large waste basket is placed on the chalk mark on the floor. A second chalk mark is made a short distance away. This is where the child must stand when throwing, "the free throw line."

Use either a ball or a bean bag. The sides take turns. When a child succeeds in getting the ball in the basket, his side cheers. After every player has had a turn, the scorekeepers count the score.

I'M A LITTLE BUNNY

Groups of three children form rabbit burrows by taking hold of hands and forming a small circle. There must always be one more rabbit than there are burrows. As music plays the bunnies hop (standing) among the burrows. When music stops, the bunnies run to a burrow and step inside. One rabbit will not find a home. He must exchange places with one of the children who make the burrows who has not had a turn.

CHILD DEVELOPMENT CENTER

NURSERY FAVORITES

1. To Market To Market

To Market, to market To buy a fat pig, Home again, home again,
Jiggety jig!
To market, to market To buy a fat hog, Home again, home again,
Jiggety jog.
To market, to market, To buy a plum bun, Home again, home again,
My journey is done.

2. Little Boy Blue

Little Boy Blue, come blow your horn, The sheep's in the meadow, the
cow's in the corn.
Where is the little boy minding the sheep? He's under the haystack,
fast asleep.

3. A Diller, A Dollar

A diller, a dollar, a ten o'clock scholar, What makes you come so soon?
You used to come at ten o'clock, But now you come at noon.

4. Hickory, Dickory, Dock

Hickory, dickory, dock, The mouse ran up the clock; The clock
struck one, The mouse ran down---Hickory, dickory, dock.

5. Humpty Dumpty

Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the King's horses And all the King's men Couldn't put Humpty Dumpty together again.

6. Little Jack Horner

Little Jack Horner sat in a corner, Eating a Christmas pie;
He put in his thumb, And took out a plum, and said, "What a good boy am I!"

7. Little Tommy Tucker

Little Tommy Tucker, Sings for his supper. What shall he eat?
White bread and butter. How will he cut it without any knife?
How can he marry without any wife?

8. Jack, Be Nimble

Jack, be nimble, Jack, be quick; Jack, jump over the candlestick.

9. Jack and Jill Went up the Hill

Jack and Jill went up the hill to fetch a pail of water;
Jack fell down and broke his crown, And Jill came tumbling after.

Up Jack got, and home did trot as fast as he could caper;
Went to bed to mend his head with vinegar and brown paper.

10. Peter, Peter, Pumpkin Eater

Peter, Peter, Pumpkin eater, Had a wife and couldn't keep her;
He put her in a pumpkin shell, and there he kept her very well.

11. Little Miss Muffet

Little Miss Muffet sat on a tuffet eating her curds and whey;
There came a big spider and sat down beside her, and frightened
Miss Muffet away.

12. I Had Little Doggy

I had a little doggy who used to sit and beg; But Doggy tumbled down the stairs and broke his little leg. Oh! Doggy, I will nurse you, and try to make you well, And you shall have a collar with a little silver bell.

13. Baa, Baa, Black Sheep

Baa, baa, black sheep, have you any wool? Yes sir, yes sir,
Three bags full: One for my master, One for my dame, and one for the
Little boy who lives in the lane.

14. Mary, Mary

Mary, Mary, quite contrary, how does your garden grow?
With silver bells and cockle shells and pretty maids all in a row.

15. See-Saw

See-saw, Margery Daw, Jenny shall have a new master; She shall have but
A penny a day, because she can't work any faster.

16. Donkey, Donkey

Donkey, Donkey, old and gray, Open your mouth and gently bray;
Lift your ears and blow your horn, To wake the world this sleepy morn.

17. <u>There Was An Old Woman</u>

There was an old woman who lived in a shoe. She had so many children
She didn't know what to do. She gave them some broth without any bread,
Then spanked them all soundly and sent them to bed.

18. <u>Rain, Rain, Go Away</u>

Rain, rain, go away; Come again another day. Little Johnny wants to play.

19. <u>Ding, Dong, Bell</u>

Ding, dong, bell, Pussy's in the well. Who put her in?
Little Johnny Green. Who pulled her out? Little Tommy Stout.
What a naughty boy was that to try to drown poor pussy cat,
Who never did him any harm, and killed the mice in father's barn.

20. <u>Hot Cross Buns</u>

Hot cross buns! Hot cross buns! One a penny, two a penny,
Hot cross buns! If you have no daughters, give them to your sons;
But if you haven't any of these pretty little elves,
You can't do any better than to eat them up yourselves.

21. <u>Little Bo-Peep</u>

Little Bo-Peep has lost her sheep, and can't tell where to find them;
Leave them alone, and they'll come home, wagging their tails behind them.

22. <u>Hey Diddle Diddle</u>

Hey diddle diddle! The cat and the fiddle! The cow jumped over the moon.
The little dog laughed to see such sport, and the dish ran away with the
spoon.

23. Mary Had A Little Lamb

Mary had a little lamb, Its fleece was white as snow,
And everywhere that Mary went the lamb was sure to go.
It followed her to school one day, which was against the rule.
It made the children laugh and play to see a lamb at school.
And so the teacher turned it out, but still it lingered near,
And waited patiently about till Mary did appear.
And then it ran to her and laid its head upon her arm,
As if it said, "I'm not afraid---You'll keep me from all harm."
"What makes the lamb love Mary so?" The eager children cry.
"Why, Mary loves the lamb, you know," The teacher did reply.

24. Jack Sprat

Jack Sprat could eat no fat, his wife could eat no lean;
And so between them both, you see, they licked the platter clean.

25. Pease Porridge

Pease porridge hot, Pease porridge cold, Pease porridge in the pot,
Nine days old.
Some like it hot, Some like it cold, Some like it in the pot,
Nine days old.

26. Lady-Bug

Lady-bug, lady-bug, fly away home, Your house is on fire,
Your children will burn: All but one whose name is Ann,
And she crept under the pudding-pan.

27. Old King Cole

Old King Cole was a merry old soul, and a merry old soul was he;
He called for his pipe and he called for his bowl, And he called for his Fiddlers three.

28. Old Mother Hubbard

Old Mother Hubbard went to the cupboard to get her poor dog a bone;
But when she got there the cupboard was bare, and the poor dog had none.

29. The Barn Yard

The cow says "Moo!"
The pigeon: "Coo!"
The sheep says "Baa!"
The lamb says "Maa!"
The hen: "Cluck! Cluck!"
"Quack! Quack!" the duck
The dog: "Bow Wow!"
The cat: "Meow!"
The horse says "Neigh!"
The pig: "Grunts!"

30. Rain

The rain is raining all around. It falls on field and tree;
It rains on the unbrellas here and on the ships at sea.

31. Twinkle Twinkle, Little Star

Twinkle, twinkle, little star, How I wonder what you are,
Up above the world so high, like a diamond in the sky.

COUNTING RHYMES

1. Our Baby

One head with curly hair, Two arms so fat and bare, Two hands and one wee nose, Two feet with ten little toes, Skin soft and smooth as silk, When clean, 'Tis white as milk.

2. How Many?

One, Two, Three, Four, Mary at the cottage door.
Five, six, seven, eight, Eating cherries off a plate.
One, Two, Three, Four, Five, Once I caught a fish alive.
Six, Seven, Eight, Nine, Ten, Then I let it go again.
Two, Four, Six, Eight, Meet me at the garden gate.
If I'm late don't wait, Two, Four, Six, Eight.

Prayers and Graces

1. God Is Great

God is great and God is good, and we thank Him for our food.
By His hand we must be fed; Give us, Lord, our daily bread.

2. Thank You for the world so sweet; Thank You for the food we eat,
Thank You for the birds that sing; Thank You, God, for everything.

3. The Golden Rule

To do to others as I would That they should do to me,
Will make me gentle, kind, and good, as children ought to be.

Months and Days

1. Days of the Week

MONDAY'S child is fair of face. TUESDAY'S child is full of grace,
WEDNESDAY'S child is brave and glad, THURSDAY'S child is never sad,
FRIDAY'S child is loving and giving, SATURDAY'S child must work for a living;
The child that is born on the Sabbath day is blithe and winsome and happy and gay.

2. Days In The Month

Thirty days hath September, April, June, and November;
All the rest have thirty-one excepting February alone, which has but twenty-eight in fine,
Till leap-year gives it twenty-nine.

One, Two, Buckle My Shoe

One, two---buckle my shoe; Three, four---shut the door;
Five, six---pick up sticks; Seven, eight---lay them straight;
Nine, ten---a good fat hen;
Eleven, twelve---I hope you're well. Thirteen, fourteen---draw the curtain;
Fifteen, sixteen---the maid's in the kitchen; Seventeen, eighteen---
She's in waiting. Nineteen, twenty---my stomach's empty.

Some Things To Guess

I like to eat worms. I like to scratch in the dirt. I came out of an egg. My mother is a hen. WHAT AM I? (a chick)

I am round, I am made of rubber, I bounce. Children like to play with me. WHAT AM I? (a ball)

I am made of wood. I float. I have a sail. Children like to sail me in the water. WHAT AM I? (a boat)

I have wings. I love to fly. I sing when I am happy. I came from an egg in a nest. WHAT AM I? (a bird)

I have beautiful wings. I was once a caterpillar; then I was a cocoon. I love to fly around flowers. WHAT AM I? (a butterfly)

I am brown and bare in winter. I have buds or blossoms in summer. I am green and leafy in summer. Birds build nests in me. Squirrels hide in me. WHAT AM I? (a tree)

BOOKS

CHOOSING BOOKS FOR CHILDREN

In choosing books for children there are a number of things to be considered. We should ask:

1. Is it well written? Is the language clear and are the ideas well expressed? Does it provide a good model to imitate?
2. Is it likely to fit in with the child's present interests or develop those interests?
3. Is it suitable for the child's level of mental development?
4. Is the content wholesome and worthwhile?
5. Is it well printed and bound, well illustrated and durable?
6. Is it something you want your child to treasure, read, and reread?

RADIO AND TELEVISION

1. The amount of time spent on these activities can be restricted.
2. The activities should be regulated so that they do not interfere with the daily routi s, schoolwork, home chores, and sleep.
3. Some attention should be given to helping the child to adopt different approaches to different programs. Some, he will learn to think of as a chance to learn and remember, while others he will think of as entertainment.
4. The adult needs to be alert so that the children do not see or are not exposed to too much excitement or to frightening programs.
5. Most children need help in assimilating what they see or hear.
6. Children can be helped to develop taste and preference of shows.

GROWTH FROM FOUR TO SIX YEARS

1. Rapid improvement in muscular movements.
2. Rapid learning of new play and self-help skills.
3. Always on the go, running and playing.
4. Rebels against mid-day rests, dawdles at bedtime.
5. Dresses himself completely, even tries to fix hair.
6. Takes own bath and tries to shampoo hair.
7. Has more interest in imaginative play and making things than in any other uses of toys.
8. Plays with other children in toy play.
9. Begins to take a real interest in clothes, expecially when they are new or admired by others.
10. Likes to roller skate, climb fences, explore the neighborhood, and go on excursions to new places.
11. Enjoys rhythm in music and dancing.
12. Speech improves greatly if errors are corrected.
13. Wants to be read to, tries to identify words in books, and likes to look at pictures.
14. Enjoys television and radio programs for children.
15. Curious about origin of babies and differences between the bodies of boys and girls, men and women.
16. Begins to be helpful at home but forgetful of duties.
17. Has temper outburst less often than before.
18. Less jealous of younger brothers and sisters if he has friends outside the home.
19. Shows less interest in relatives, more in children.
20. Begins to have a true understanding of right and wrong.
21. Is often shy with strange children, less so with strange adults.

Discipline

Behavior of Children

Discipline

Give positive directions, advice, suggestions, and commands.

Arrest attention by speaking to the children.

Disapprove or discourage an action by words.

Remind children of routine activities.

Principles of Discipline:

Accept the child, even when you cannot approve of his behavior.

Set up necessary limits.

Provide creative activities for the release of tension.

Encourage and support the child when he needs help.

Praise him for his efforts to express himself in desirable behavior.

Allow time for the child to learn and to conform to the standards.

"CHILD DISCIPLINE"

The growth and behavior of children are interrelated. Not only does each step in a child's development depend on you, the parent, but many other past steps. A child's physical and mental development affects his way of obeying, social and intellectual development. The way a child obeys, good or bad, depends on his early training, physical health, and his readiness to learn.

The parent in training the child should first consider the giving of love to the child. The child, when felt loved, will give more of himself to help you. He will try to do everything you say to please you and share with you. With the early love and training you will have given him, you will make him feel more sure of himself.

The physical health of your child can be a great factor in his ability to obey. A child with an ear ailment can cause him not to hear the directions correctly or an eye ailment can cause him to be very clumsy and awkward. You unknowingly will probably yell at him, causing him not to feel loved. Your child will feel as if he followed the directions as you gave them, but yet not good enough to carry them out. You may ask yourself, "Why does Johnny never volunteer to lead?" Have you ever thought that it may be because you haven't given him the encouragement he needed, mentally, or physically.

If a child is eager to learn he will always want to be the one to carry out the directions or a chore around the house. It will make him feel more important and grown-up. A child who has the right family surroundings, will always want to be a part of the family business.

You as the parent should never yell at the child or give him any impression that he is not what you expected. He is an individual, who has his own mind to do or not to do at that age. You are to expect him to say "no" sometimes because it is a sign of individuality. Most parents worry about what to say

or do when the child does not heed a direction, The parent should:

1. State clearly what you want on a level he can understand.
2. Teach him first how it is to be done.
3. If the child disobeys continuously, see if there is something wrong with him; if not, explain what is to be done; if this does not help, tell him there will be something he will miss as a favorite toy.

THUMB SUCKING

If a baby has not acquired the thumb-sucking habit by the time he has reached the age of one, he is unlikely to do so.

In order to take intelligent action, it is necessary to keep in mind that the behavior has come about because of the soothing, comforting effect of sucking. If is through his mouth that a baby gets his first pleasure experience; it is natural, then, that when his fingers happen to come in contact with his mouth, sucking should follow.

There is some reason to believe that a baby who does not get enough sucking in getting his food (either because his mother's milk flows too readily or because the hole in the nipple of his bottle is so large that the milk comes out too fast) is more likely to fall into the habit of thumb-sucking than one who has to work a little harder for his food.

If thumb-sucking occurs only when a child is hungry or tired, special care may be taken to see that his daily routine makes it unnecessary for him to slip back into the habit. He may be fed a little earlier and put to bed.

To sum up, some constructive ways of getting rid of the habit are:

1. Making sure the child is happy as possible by removing emotional strains.
2. Putting a stop to all talk about the habit.

3. Preventing the child from becoming tired or hungry.

4. Refraining from punishing, scolding and the use of mechanical devices.

5. Providing interesting things for the child to do and children to play with.

6. Letting the child's pleasure experience be on a level with his development.

7. If the child is given opportunities for independence and praise for things he does well, he will not fall back for long on an infant's way of obtaining satisfaction.

SPANKING AND PUNISHMENT

An occasional spanking and an occasional punishment may seem necessary now and then. They are not good methods to depend on, and most parents feel uncomfortable when they have to resort to them. It is sometimes said that you should never spank a child in anger. Yet a planned cold-blooded spanking is certainly worse. A quick spank when you are suddenly angry or pushed to the end of your patience, is more natural, and more understandable to the child himself, than a punishment carefully calculated and planned, inflicted at a time when the child has all but forgotten the offense for which he is being punished. Some parents, to avoid spanking, show their disapproval by coldness and silence. This is actually harder on the child than a quick angry spank. It is never advisable to resort to spankings and punishments as a substitute for good management.

Scolding, spanking, calling him "bad" or punishing him are not dependable methods. They may work while you are watching, but an enterprising youngster may only wait for the first opportunity to do the fascinating forbidden thing again. A more sensitive child may react to severe methods by becoming afraid, whining, clinging to his mother, or shying away from new experiences altogether. Punishment and severity may make a child timid or rebellious, and both the timid child and the rebellious one are harder to handle than a child who learns to obey his parents out of love for them and trust in them.

DISCIPLINE--THE RIGHT WAY

1. Have a reasonably regular schedule for the daily routines.
2. Give him plenty of other ways to show his independence and self-reliance.
3. Save the "don'ts" for when you really need them. Put only the sensible and really necessary restrictions on the child.
4. Be consistent.
5. Keep your promises--or, if you must break a promise, have a very good reason.
6. Treat your child in a friendly way, as a person, and be as cheerful as you can when you are with them.

REWARDS AND PUNISHMENTS

Rewards and punishments do not help to guide the young child. With a young child a reward promised for "later on" does not help him to control his restlessness at the luncheon table now. A spanking yesterday does not help him control his curiosity about the hot stove today. He does not understand time in terms of what was or what is going to be. The important thing for parents to do is to take into account what is making him do the things he does. There are bound to be periods when any young child is hard to handle.

DISCIPLINE

Don't ask a child if he wants to do something--just do what's necessary. Also don't give the small child too many reasons. When a child is young, rely most heavily on physically removing him from dangerous or forbidden situations, by distracting him to something interesting but harmless. A child would be happier and get more security from a person if an air of self-confidence is shown. The child should be steered in a friendly, automatic way through the routines of the day. A temper tantrum once in a while doesn't mean anything; there are bound to be some frustrations. If they are happening regularly, it may mean that the child is getting over-tired, or isn't eating enough, or has some chronic physical trouble. You can't dodge all temper tantrums. You can be both firm and friendly. The spoiled child is not a happy creature even in his own home. When he gets out into the world, he finds that everyone dislikes him for his selfishness. Either he must go through life being unpopular, or learn the hard way how to be agreeable. People who have specialized in child care feel that punishment is seldom required. The best test of a punishment is whether it accomplishes what you are after, without having other serious effects. Avoid threats as much as possible. If you seem to be needing to punish a child frequently, something is definitely wrong in his life or you are using the wrong methods. What makes a child behave well is not threats or punishment, but loving you for your agreeableness and respecting you for knowing your rights and his.

OBEDIENCE

What Learning to Obey Means

Learning to be obedient means four separate, distinct things:

1. Understanding rules and regulations, and knowing when and how to apply them
2. Remembering these rules and regulations
3. Ability to tie up these rules with any situation that arises
4. Willingness of the child to conform to the rules because he realizes they are right or that it will be to his personal advantage to do so.

How to Develop Desirable Obedience

1. Explain each new rule you make to your child in words he can understand.
2. Give him a chance to learn to apply the rule to as many different situations as possible so that you can show him the similarity in each situation.
3. Teach him one new rule at a time, and don't try to teach another rule until you are sure he has mastered the first one. Piling one rule on top of the other merely confuses a child and defeats its own end.
4. Be consistent in your rules for right and wrong, for what he may do or may not do.
5. Be tolerant of his slips. Don't assume they were intentional.
6. Encourage your child by praising him for his efforts to do what you ask him to do---even if his efforts fall short of your expectations.
7. Use punishment sparingly. It is fair to punish a child only when it is clear that he both knows what he has done is wrong and has intentionally defied your instructions. Then, and then only, are

you being fair to him by punishing him.

8. Keep calm and take an impersonal, objective attitude toward discipline. Never let a child feel that your punishment is a form of revenge, or that you are trying to get even with him. Instead, take the attitude that "This is wrong because people believe it is wrong," not just because you, his parent, say it is wrong.

MANNERS FOR YOUNG CHILDREN

Manners Related to Other People

1. To say "How do you do?"and "Good-bye," looking straight at the person and smiling while saying these words.
2. To say, "Yes, Mrs. Jones," or "No, Mother," not just "yes" or "no."
3. To answer politely when spoken to by anyone, regarding personal feelings.
4. To say "Pardon me," "Excuse me," or "I am sorry," when doing anything to interfere with what another is doing.
5. To hold a door open for an older person to walk out first.
6. To pick up something another person has dropped and return it to that person.
7. To respect the privacy of others by not asking personal questions or by entering a room without permission.
8. To ask permission to use things belonging to others and to return them in as good condition as they were when borrowed, or to offer to substitute a new article if the original was in any way damaged.
9. To cover the nose and mouth when coughing or sneezing, in order to avoid scattering germs that might give others colds.

Preparation For Employment

THE RIGHT START ON A CAREER

SUMMARY

A majority of people who were asked about their work said that they were unhappy and wanted to find new jobs. Only a small portion was completely satisfied. People get into wrong jobs chiefly by drifting into them. They also work at unsatisfying jobs because of advice from well-intentioned people and for the fringe benefits that are offered. Choosing the right job is very important because we shall have to work at it for a lifetime. It well may set many standards for us--economic, social and ethical.

The wise high school student continues a regular study of his career plans until he is ready to make a final choice. Many trends may affect his vocational start--the constant change in jobs themselves, the need for vocational training, and legal restrictions regarding working ages. His education also affects the point at which he begins work. Most students who finish high school have had a chance to survey their skills and to study the various job fields. A relative few finish college.

A career analysis will involve a careful study of ourselves, a survey of the various job fields, and a matching of our qualifications with the job requirements. We should recognize that there is usually no one ideal vocation for us, but a choice of several. Success in our vocation should result in happiness, adequate income, and satisfaction through the realization of our life goals. Words and terms that we should understand are:

prestige
alternate career plans
dead-end jobs
career analysis

AN OUTLINE FOR STUDY OF AN OCCUPATION

I. History of the Occupation
II. Importance of the Occupation and Its Relation to Society
III. Number of Workers Engaged in Occupation---In Immediate Area and the United States
IV. Need for Workers---Trends
V. Duties
   A. What are specific tasks performed by workers in each occupation
   B. Definition of Occupation
VI. Qualifications
   A. Sex
   B. Age; What age, if any, is required for entrance, for retirement; age preferred by employers
   C. Race or Nationality; restrictions, if any
   D. Other qualifications - physical, mental, social, and moral
   E. Special skills essential to performance on the job
   F. Special tools or equipment that must be supplied by the worker
   G. Legislation affecting occupation; what laws are there regulating occupation? The license or certificate necessary?
VII. Preparation
   A. General education
      1. Necessary
      2. Desirable
      3. Special courses of value
   B. Special training
      1. Necessary
      2. Desirable
      3. Training Centers
         a. Schools
         b. Training on the job
   C. Experience
      1. Necessary
      2. Desirable
VIII. Methods of Entering
   A. Use of special employment agencies
   B. Use of other methods and channels
IX. Length of Time Before Skill Is Attained
X. Advancement
   A. Line of promotion
   B. Opportunity for advancement
XI. Related Occupations Which Job May Lead
XII. Earnings. Deductions, if any
   A. Beginning
   B. Most common
   C. Maximum
   D. Regulations---laws, labor board, etc.
XIII. Hours
   A. Daily
   B. Weekly
   C. Overtime; how frequent?
   D. Irregular hours or shifts
   E. Vacation; is it allowed with pay?
   F. Regulations---laws, labor board, etc.

XIV. Regularity of Employment
- A. Normal months
- B. Busy months
- C. Dull months
- D. Shutdowns
- E. Cyclical unemployment; employment during various seasons

XV. Health and Accident Hazards

XVI. Organizations
- A. Employers
- B. Employees

XVII. Typical Places of Employment
For example: Electrician may find employment in electrical repair shop

XVIII. Supplementary Information
- A. Suggested Readings
- B. Films
- C. Pictures
- D. Magazines
- E. Other sources of information

Fritz Kaufmann, YOUR JOB, New York: Harper & Brothers Pub.

THE JOB

HOLDING YOUR JOB

1. Once you go to work on your job, you will still have to measure up to your employer's standards to hold your position.

2. An employer has a right to expect from you at least average performance plus good physical health, pleasant temperament, and ability to get along with your superiors, co-workers, and subordinates.

3. Your employer can reasonably expect you to show some initiative, interest, and ability to organize your work.

4. The better your job, the more initiative and ability to accept responsibility, make decisions, and carry out general instructions you will be expected to show.

JOB ORIENTATION

WHAT CAN YOU DO?

When you are considering what you can do, there are several general considerations which you can take into account. Collectively they should add up to a helpful picture of your capabilities as well as your limitations. They are:

1. Physical Characteristics: What is your general health? Is there anything exceptionally outstanding about your height, weight, general facial appearance, your eyesight, your hearing, your posture? Is your health so good that it might help you to get a job or is it such, in some respects, that it would hamper or prevent you from getting a particular job?

2. Mental Ability and General Intelligence: Were you a good student at school? How do you rate yourself intellectually as compared with the average? Are you quick to grasp ideas? Can you work easily with your hands or mind, or both?

3. Special Ability and Aptitudes: What special talents have you? Are you quick to pick up things? Are there some things you can do much more easily than others?

4. Special Interests: Have you any hobbies? What do you do with your leisure time? What would you like to do if you had spare time? Do you belong to any organizations?

5. Personality: Do you make friends easily? Do you like to meet people and do you get along well with them? Do you like to work with others or are you more reserved and prefer to work by yourself? Do you like to lead or to follow? Have you faith in your own judgment or do you depend upon others? Do you feel you make a good impression? Are you ambitious and forceful? Are you more interested in advancing yourself or would you rather advance a social principle?

6. Special Training and Education: What sort of an education have you? How many years, how good were the schools, and how good were your grades? Have you had sufficient schooling for your occupational desires? Did you get any special training in school or in other areas?

7. Work Experience: What kind of work have you done, fulltime, part-time, or voluntary? What did you do in other areas? What kind of work have you done that you would like to continue?

STUDY THE OCCUPATION

Intensive study of an occupation requires us to answer two questions: How do we decide on an occupation for study? How do we proceed with an analysis when we have made our choice?

Abilities and interest are not so highly specialized that they can point to a single occupation. We will find that we possess or we can develop aptitude for many vocational fields. Our tentative choice for study should be in agreement with our interests, our aptitudes, and our general level of ability. School counselors, employment service bureaus, and qualified friends can help us make tentative choices.

In studying an occupation we want to answer broad questions: what is the exact nature of the work done? What are the educational and special requirements for entry into the occupation? What working conditions such as hours of work, physical surroundings, and social factors are likely to affect our enjoyment of the occupation? What are the financial returns of the occupation in beginning salary, regular wage increases, and special benefits? Is there a well-organized plan of promotion? What are the important training and employment trends in the field? Will the occupation help us to realize our goals in life? Where can we get information about our occupation?

One way to compare the vocational requirements with our personal qualifications is to prepare job rating charts. We should identify the important qualities that the work requires. We should then rate both the occupation and ourselves, after which we would make a comparison of the two. Common factors we would rate include mental abilities, personal qualities, physical requirements, entry requirements, working conditions, and vocational aspiration. The results of our favorable and unfavorable comparisons would need to be carefully studied before we decided that the occupation was the best choice for us.

Words and Terms To Understand

automation	license
employment counselor	certificate
salary schedule	fringe benefits

Additional Readings

Brooks, Esther E., Guide to Career Success. New York: Harper and Bros.

Greenleaf, Walter J., Occupations and Careers. New York: McGraw-Hill Book Co.

Myers, G. E., Little G. M., Planning Your Future. New York: McGraw-Hill Book Co.

Prosser, C. A., and Sifford, C. S., Selecting an Occupation. Bloomington, Illinois: McKnight and McKnight.

Reilly, William, Career Planning for High School Students. New York: Harper and Bros.

Petterson, Eleanor M., Successful Living. Boston: Allyn and Bacon, Inc.

ON THE JOB

The right job is not usually found by a haphazard hunt. Instead it is the result of a careful survey of ourselves and the present job market.

An orderly campaign of job-hunting requires us first of all to assemble facts that will demonstrate our competency for the job we want to get. Putting our special assets before our prospective employer in a favorable way will take careful planning.

A neat well-written letter of application is often our first introduction to the employer. It should evaluate our background of training and experience in as concise a manner as possible. The personal interview is just as important. A favorable impression is created by careful grooming and an honest appraisal

of ourselves. Careful organization of the facts we want to present will give us confidence in the interview and assurance that we have presented all the needed facts. We are less likely to fail in job hunt if we consider the personal aspects of our application as well as our technical skills.

Success on the job begins with learning to do the work properly. Cooperation with fellow workers and supervisors is just as essential in helping us keep the job. Suggestions for improving techniques of the firm can come after we have won the confidence and respect of the employer. Irresponsible actions such as unwillingness to take directions, temperamental outbursts, and laziness are more often causes of failure to keep a job than lack of skill.

Promotions are the result of our having the initiative and talent to capitalize on our opportunities. Adequate education and training, intelligence, a capacity for leadership, and mature judgment are among the qualities needed. Drifting from job to job is not a way to win promotion or success.

Leisure-time activities should make a positive contribution to our personal adjustment. Hobbies can satisfy unmet needs and relax workday tensions. Hobbies are more pleasant to pursue if they are in harmony with our interests, abilities, and goals for living. The ones which offer lifetime enjoyment and promote social relations give more lasting values. Hobbies are not necessarily intended to be preliminary training for vocations. Instead they should add happiness and satisfaction in living.

Words and Terms To Understand

Personal interview　　avocation

character reference　　credentials

leisure-time activities

DOES YOUR PERSONALITY FIT YOUR JOB?

Your personal traits are probably the factor which require the most expert analysis when you are trying to fit yourself into the right occupation.

Personal traits, grouped according to interests, aptitudes and characteristics:

CHILD CARE. Persons with an occupationally significant combination of such traits as:

liking for children
dependability
emotional control
good health, freedom from communicable disease
cleanliness
resourcefulness
patience

PERSONAL SERVICE. Persons with an occupationally significant combination of such traits as:

willingness to work in a service capacity
cleanliness, good health, freedom from communicable disease
cheerful disposition
ability to follow directions
alertness to the wishes and needs of others
courtesy

PUBLIC CONTACT GROUP. Persons with an occupationally significant combination of such traits as:

attractive appearance
pleasant speaking voice
language facility and fluency
sensitivity to the attitudes and reactions of others
tact, poise, and persuasiveness
patience and attentiveness
drive and initiative
mental alertness
mental ability to develop techniques of approach and conversation
liking for people and for association with them

MANAGERIAL WORK. Persons with an occupationally significant combination of such traits as:

ability to plan and organize the activities of others and to give necessary training or instruction
leadership
sense of responsibility
tolerance, tact, and persuasiveness
self-confidence

ENTERTAINMENT WORK. Persons with an occupationally significant combination of such traits as:

creative imagination as applied to the portrayal of action and states of feeling through speech, facial expression, and other physical motions
poise
showmanship
fluent use of language
pleasing, distinctive, or expressive speaking voice

MUSICAL WORK. Persons with an occupationally significant combination of such traits as:

creative imagination as applied to musical expression
voice quality
Perception of musical intensity, rhythm, melody, and harmony

PUBLIC SERVICE WORK. Persons with an occupationally significant combination of such traits as:

strong interest in people or their welfare
tolerance, patience, and tact
poise
respect for law, order, and governmental processes
organizational ability to plan or develop activities and present facts clearly and concisely
assurance of manner that will gain respect and win confidence

COOKING. Persons with an occupationally significant combination of such traits as:

ability to read and follow recipes
judgment and accuracy in mixing ingredients
ability to organize work and plan or time operation
memory for detail
willingness to work in a service environment
cleanliness, respect for sanitary regulations
good health, freedom from communicable diseases
manual dexterity
good sensory perception in judging flavor and readiness of foods by smell, taste, or appearance

JOB ORIENTATION

AGENCIES AND CHANNELS WHICH HELP YOU FIND A JOB

1. Employment Agencies in General
2. State Employment Service
3. Private Employment Agencies
4. Nonprofit Private Organizations
5. Employer and Professional Organizations
6. Labor Unions
7. Schools, Colleges, and Other Educational Institutions
8. Business and Factory Machine Companies
9. Previous Employers
10. Friends and Acquaintances
11. Personnel Departments
12. Applications Blanks
13. Hiring at the Gate
14. Help Wanted Advertisements
15. Situations Wanted Advertisements
16. News, Trade, and Professional Papers
17. Direct-Mail Campaign

JOB ORIENTATION

DOCUMENTS AND OTHER MATERIALS

In your file of personal papers should be a number of documents you will find of importance when applying for a job. You can save yourself time and trouble by carrying these papers or copies of them with you when you register at an employment agency or when you go for an interview.

The list of documents and materials may include:

1. Social Security Card and Account Number:

   Your social security account card shows that the Social Security Administration has set up an account for you---an account with the U. S. Government.

2. Introductions:

   Should a personal introduction be not feasible, a short and simple letter is advisable. The purpose of such a letter is solely to get you an appointment with the right person; then you are on your own.

3. References:

   A personal reference is more advantageous than a letter. The higher a man stands in the community, in the business or professional world, the more valuable he can be to you as a reference.

4. Recommendations:

   The best method to use for a recommendation is to give a prospective employer the names of people who in your opinion can give information about you, with the suggestion that the prospective employer can get in touch with them directly. Be sure, however, that you have the permission to do so from those whose names you give.

5. Personal History:

   This resume should be a concise but complete story of yourself, in outline form, giving general background information:

   a. Identification: Name, address, telephone number, age, date and place of birth, marital status, number of children.

   b. Education: Names and dates of elementary, high, business, vocational, and trade schools attended, citing major courses taken. Somewhat greater detail of any college or post-graduate work.

   c. Previous employment: Give employer, name of concern, title of job held, brief description of duties and responsibilities, length or dates of employment, starting and finishing salaries. State reason for leaving job. Vacation or volunteer jobs should be included.

d. Leisure time interests: List any hobbies or outside interests, citing any noteworthy recognition you may have achieved in these fields. This is of special importance for young people or others with little experience as it may indicate work interests.

e. Languages: If pertinent, state ability to read, speak, and write foreign languages, either passably or fluently.

f. Publications: For certain professional occupations include books and articles you may have written.

g. Organizations: List membership in professional, business, labor, social, religious, and fraternal organizations.

h. References: List names, addresses, and telephone numbers of four or five people who can give personal information amplifying data in personal history.

i. Photograph: If the job desired involves "looks", a small photograph may be attached.

j. Health Certificate: For certain jobs in many states and cities you need a health certificate.

k. Proof of age: If you are under 21 you may be required by various federal and state laws to show "proof of age."

l. Personal Evaluation and Rating: If your previous employer or school gave you a complimentary rating sheet, this may help you to land your job.

HOW EMPLOYERS EVALUATE WORKERS

1. COMPREHENSION. Interpreted as mental alertness; ability to grasp facts quickly and to retain important elements of a given problem.

2. KNOWLEDGE OF JOB. Mastery of details of the particular job; amount of interest and understanding as to how the job fits in with the unit or department as a whole.

3. ACCURACY. Frequent purely careless errors; necessity for checking work for accuracy. Not to be confused with "knowledge" or "comprehension" because one may be quick to grasp things, but be careless.

4. METHOD. The orderliness with which an employee tackles a problem; planning and performing tasks according to their importance; the degree to which an employee may be said to be "methodical"; may involve neatness of work habits.

5. ENERGY AND INDUSTRY. The "get up and go"; degree of purposeful and steady application of job. An employee may be very intelligent, be able to work very rapidly when he cares to, have a thorough knowledge of the job, but simply lack the "drive" or motivation to make full use of those abilities.

6. RATE OF WORK. Interpreted as whether an employee, under great pressure, can work exceptionally rapidly with reasonable accuracy; an employe may not have the "drive" to work consistently but may be able to really "put it on" when he has to.

7. CONSTRUCTIVE POWER. Interpreted as adaptability; relating of personal duties to the work of fellow employees and the making of positive suggestions for improvement as a result.

8. COURAGE AND SELF-ASSURANCE. Interpreted as keenness to assume responsibility or confidence in ability to handle difficult assignments. Some employees go out of their way to secure responsibility not assigned.

9. JUDGMENT. Interpreted as common sense; ability to make decisions in unique situations with accuracy; ability to relate new situations to experience of old situations in a logical, practical manner. Some employees may be highly intelligent and very original, but may not have "their feet on the ground."

10. TEMPERAMENT. Interpreted as stability; ability to accept criticism in a calm, objective manner; ability to work under trying conditions without becoming upset; reacting reasonably well to the emotional outbreak of others.

11. TACT. Interpreted as ranging from those employees with striking, agreeable and impressive personalities (including excellent tact) to those who either lack tact (consciously or unconsciously) or who have rather negative or not too impressive personalities.

12. CO-OPERATIVENESS. Interpreted as ability to fit in as a constructive teamworker; not a contributor to personality friction within the office, most employees "fit in all right."

WHY WORKERS LOSE THEIR JOBS

1. Business conditions change, an employer decides to change his product, his location, or his business methods, or the worker has to give up his job because of some personal reasons.

2. Many workers lose their jobs through their own carelessness or negligence or because they are not qualified to hold the job for which they had been accepted.

3. Some of the commonest reasons for losing a job that can be easily avoided are: carelessness, unwillingness to follow rules or instructions, laziness, absence without cause, dishonesty, trouble-making, too much interest to outside situations, lack of initiative, lack of ambition, too much bad ambition, habitual lateness, absence due to illness, disloyalty, bad manners, untidiness, irresponsibility, and lack of adaptability.

4. Generally when a worker loses his job, he tries to blame everybody but himself. If you are fired, be honest with yourself about the reasons. If you don't lose your head and your temper, you might learn something for the next time.

Fritz Kaufmann, Your Job, New York: Harper & Brothers Publishers

SOME DO'S AND DON'T'S FOR THE INTERVIEW

1. Don't take anyone with you to the interview. You have to stand on your own feet and tell your own story.

2. Act natural and relaxed. Be careful about over-aggressiveness.

3. Don't be afraid to give a fair recital of your background and experience.

4. Try not to show any emotional strain you may feel. The interviewer knows what you're going through anyway and usually he is a good listener.

5. Keep cool, and try to make a mental note of anything in the conversation you may want to come back to later.

6. Try to keep your conversation short and snappy. Avoid repetition. Make your points but don't force them.

7. Don't mistake newly acquired confidence, for permission to become careless. Sloppy preparation for an interview, whether the first or fiftieth, is the surest way to make a bad impression; and people who make bad impressions have difficulties getting jobs.

8. Don't be afraid to say "I don't know." If done without hesitation and in good spirit, the interviewer will be impressed. If you bluff, you won't get much consideration---and you deserve none.

9. Do give quick, concise answers that save time as well as make a good impression.

10. Do not hesitate to shoot back an answer to an involved question. You will be judged on what you say and how you say it.

11. Do clear up any doubts in your mind about what your specific duties will be, what your responsibilities will be, who will be over you---and perhaps under you.

12. Do wear clean, neat clothes. You should be dressed well, not over-dressed.

13. Don't forget your personal hygiene. Too much cosmetics and perfume are offensive and will make a bad impression. Leave your <u>CHEWING GUM AT HOME</u>.

14. Do not prolong the interview with repetitions or last-minute ideas. Leave promptly.

15. If you are hired, thank the interviewer and assure him that his confidence in you will be justified. If you are not hired, thank him for the interview anyway.

HAMILTON HIGH CHILD DEVELOPMENT CENTER

Qualities and Abilities of a Good Center Teacher

I. A Good Center Teacher enjoys living with young children.

A. Able to meet with calm and reasonable good humor those unexpected happenings the occurrence of which have no pattern.

B. Agile in both thought and action.

C. Forceful but not dominating.

D. Able to see some worth in every child.

E. Able to sense values which are of significance to the child.

F. Able to appreciate the individual child's striving.

G. Able to grasp the total situation without losing sight of the many individual problems and interests within the group.

H. Aware of the need for functional order in regard to the care of equipment, materials, and children's possessions.

I. Ready to play an ever-changing role within the group---now leader, now observer, now helper, now assistant, and so on.

II. A Good Center Teacher artfully guides children's living.

A. Aware of the potentialities of the individuals in the group.

B. Able to handle a situation---even though it is a difficult one---so that from the experience wholesome learnings and attitudes will develop.

C. Able to present problems the solution of which will lead to further development.

D. Able to judge when and under what circumstances portions of her vast fund of information can be profitably shared with the group.

E. Willing and eager to look up and bring back needed information which she is free to acknowledge she does not have at hand.

F. Able to guide children so that they grow in their ability to gain from their experiences.

G. Able and willing to chart progress toward predetermined goals.

H. Eager to cooperate with parents in trying to provide for children's best all-round development.

III. A Good Center Teacher needs certain skills.

A. Able to get along equally well with adults and children.

B. Able to speak clearly in quiet, well modulated tones.

C. Able to sing in a pleasing voice.

D. Able to tell stories vividly.

E. Able to develop discussions.

F. Able to evoke a creative urge in children.

G. Able to maintain an attractive room adapted to the needs of young children.

H. Able to instill in others the desire to cooperate.

I. Able to reconcile theory and practice in her thinking.

Opportunities for Developing Dexterity and Coordination

1. Finger painting and brush painting.
2. Drawing on paper and on the chalkboard.
3. Pasting, cutting, and tearing.
4. Lacing shoes and tying knots and bows on shoes or on work aprons.
5. Buttoning and unbuttoning, zipping and unzipping, snapping and unsnapping, hooking, and unhooking fastenings on their own clothes, on doll clothes, or on costume clothes.
6. Picking up and sorting out things.
7. Modeling with clay or other media.
8. Turning the pages of books.
9. Operating the record player.
10. Using a paper punch.

Centers Visited by Trainees

Orange Mound Day Nursery

854 Grand Street

Jessie Mahan Day Care Center

929 Delmar Place

Prospect Methodist Church Day Care Center

1300 Gausco Avenue

Parent-School Relationship

HAMILTON HIGH SCHOOL

1478 Wilson Street

Memphis, Tennessee

Dear Parents:

WE WANT TO SEE YOU!

It is a great pleasure to have the opportunity to work with you and your children. Since we have had day-to-day contact with your children we feel that we can be of greater service to you if we are given a chance to know you better.

Therefore, we invite you to visit with us at Hamilton High School in the Child Development Center on Tuesday, April 19, 1966 from 3:00 to 4:00 P. M.

We want you to see the projects that have been made by your children and the many experiences they have during the day. Also, we want you to offer suggestions as to ways we can better serve you and the community.

For convenience of space, we would suggest that parents plan to visit in the afternoon from 3:00 to 4:00 P. M. However, if this time is inconvenient, you may visit at your available time.

We are interested in meeting ALL parents on Tuesday, April 19, 1966 from 3:00 to 4:00 P. M.

Respectfully yours,

Mrs. Marie G. Harris, Director

Child Development Center

Hamilton High School

Child Development Center

May 31, 1966

Dear Parents:

We have worked with your child (children) for approximately fifteen weeks and it has been a wonderful experience in knowing and working with each of you.

Wednesday, June 1, 1966, will be the last day of school for the pre-school children. Therefore, we wish that you would visit with us for the last time this school year on Wednesday, June 1, 1966, at 3:00 P. M.

We would like for the parents, pre-school children and trainees to meet together at this time.

Please make a special effort to come.

Yours truly,

Mrs. Marie G. Harris, Director

Mr. Harry T. Cash, Principal

Miss Frances Gandy, Supervisor

HAMILTON HIGH SCHOOL

1478 Wilson Street

Memphis, Tennessee

From: Mrs. Marie G. Harris

To: Parents of Pre-School Children

Re: Information for Visitation in the Child Development Center

Parents:

Please check the sheet in the appropriate places and return it on Thursday, April 14, 1966.

Thank you for your splendid cooperation.

##########

Name_____Phone_____

Address_____

Available time to visit ANY DAY:

8:30 - 10:00 ( )

10:00 - 11:00 ( )

2:00 - 3:00 ( )

3:00 - 4:00 ( )

I can ( ) I can not ( ) visit on April 19, 1966 at 3 00 - 4:00 P.M.

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

Date_____

Mrs. Marie G. Harris, Director
Mr. Harry T. Cash, Principal
Miss Frances Gandy, Home Economics Supervisor

Subject: Field Trip

Place to be visited_____ _____

Date of visitation_____

Time of day for visitation_____

Purpose: To increase the educational level of the pre-school child and to give additional experience in supervision for the high school girls.

Child's Name_____Student Observer_____

My child may go on the field trip.( )

My child may not go on the field trip. ( )

Parent's Name _____
(Signature)

Address_____

Telephone Number_____

Note: A chartered bus will be used for transportation.

PLEASE RETURN THIS SHEET ON _____

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

Progress Report To Parents

Mrs. Marie G. Harris, Director

Mr. H. T. Cash, Principal

Dear Mr. and Mrs. Parents:

Your children have been in the center 38 days.

They have enjoyed learning:
finger plays
songs
stories
games
poems
nursery rhymes
promary and secondary colors

They have been learning to use:
finger paint
modeling clay
paste and scissors
crayons
building blocks
water colors

They are learning:
To know numbers when they see them
To sing the A B C song
The names of the days of the week
The names of the monthsof the year
Things that are "alike" and "different" in shapes, sounds and colors
New words
To walk and talk softly indoors
To accept responsibilities
To work and play ccoperatively
To gain self-confidence
To share and take turns in play activities
New things about Spring

To sit tall and listen when stories, nursery rhymes, and poems are read
To look at books and talk about the pictures without damaging the pages
To practice health and safety rules
To observe immdeiate environment during nature walk

They have these toys to play with:
Puzzles---assorted
Stuffed dolls and animals
Rubber and Plastic dolls
Play Doh
Balls---large and small
Alphabet Blocks
Plastic blocks in assorted shapes and colors
Toy Telepnones
Tractors
Trucks
Dominoes
Play dishes
Play silver sets
Train
Play boot (for learning to tie shoe laces)
Play stove
Play dinnette table and chairs
Play cabinet

They enjoy:
Snacktime---juice, milk, crackers, cookies
Lunch---Hamilton Elementary School
Rest Periods
Parties---Birthday
Campus visits---library, office, auditorium, hall ways
Films---
Play Ground Safety
Your Friend, The Doctor
Ugly Duckling
Winkie, The Merry-Go-Round Horse
Animal Friends
Animals In Spring

Planned Field Trips:
Memphis Zoo
Memphis Municipal Airport
A fire station
A supermarket
A drug store
A florist shop
A furniture store

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

CHILD'S REPORT TO THE PARENT

MY PROGRESS

Name_____Age_____Date_____

I have been in school_____months.

My Teacher, Trainees and I Think:

My adjustment has been:

Excellent ( ) Good ( ) Fair ( ).

I have cooperated:

Very well ( ) Fairly well ( ) Poorly ( ).

My attendance was:

Perfect ( ) Not perfect ( ).

I was present_____days; Absent_____days.

My attitude toward school was:

Satisfactory ( ) Uncertain ( ) Unsatisfactory ( ).

I obey Teacher: Very well ( ) Fairly Well ( ).

I obey Trainees: Very well ( ) Fairly Well ( ).

My appetite at lunch time was:

Excellent ( ) Fair ( ) Poor ( ).

My Glamour report: (Hands, hair, face, clothing, etc.) is

Excellent ( ) Good ( ) Fair ( ).

My wide-awakeness in the morning is:

High ( ) Medium ( ) Low ( ).

My general improvement is:

Normal ( ) Slow, but sure ( ) Too slow to be sure ( ).

That which I like best at school is: _____.

Evaluation Data

AN INDEX TO SUCCESSFUL WORK

WORK - Physical or mental effort directed to some end or purpose; occupation; employment; job; a task; undertaking.

The Winston Dictionary For Schools

Check by placing a yes, no, or sometimes on the lines after the statements.

	My Check	Teacher's
1. I am calm under all situations.	_____	_____
2. I am dependable in performing my duties.	_____	_____
3. I report to all assignments on time.	_____	_____
4. I follow directions carefully.	_____	_____
5. I have a keen interest in my work.	_____	_____
6. I have a pleasing personality.	_____	_____
7. I practice good health habits.	_____	_____
8. I can communicate well with children.	_____	_____
9. I like to work with children.	_____	_____
10. I use correct language in working with children.	_____	_____
11. I show initiative in my work.	_____	_____
12. I avoid too frequent use of slang phrases.	_____	_____
13. My voice is well modulated.	_____	_____
14. I do not raise my voice when I am upset.	_____	_____
15. I speak clearly and slowly.	_____	_____
16. My clothes fit neatly and are clean.	_____	_____
17. My hair is always attractive.	_____	_____

18. My dress is chosen to enhance my personality. _____ _____

19. I am constantly looking for new ideas and methods. _____ _____

20. I look forward to mental challenges. _____ _____

21. I am eager to start things on my own. _____ _____

22. I am constantly aware of what's going on around me. _____ _____

23. I ask intelligent questions about the subject of discussion. _____ _____

24. I seek sources of information and knowledge. _____ _____

25. I do not become bored easily when listening. _____ _____

Name _____ _____

Major Vocational Interest _____ _____

Minor Vocational Interest _____ _____

TRAINEES EVALUATION

OF

CHILD DEVELOPMENT PROGRAM

Hamilton High School

Name _____ Date _____

	Yes	No
1. I received much educational training in the Pilot Training Program in Child Development.		
2. I volunteered to work in the program because of my interest in children.		
3. I feel that there are many advantages in working in this type of program.		
4. My knowledge was greatly increased in the developmental stages of pre-school children.		
5. I was impressed with many of the phases of the program.		
6. I developed techniques for recognizing and handling rules of safety.		
7. I have become capable in assisting the teacher with activities of the center.		
8. I demonstrate ability in making and assembling materials needed in the center.		
9. I have gained efficiency in following directions and performing the routine duties of the center.		
10. I think the pilot training program is a valuable one and should be continued.		

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

Progress Report

Name _____ Date _____

	Exceptionally Well	Satisfactorily	Fairly	Poorly
1. Shows desirable initiative				
2. Accepts criticism well				
3. Cooperates in group activity				
4. Is courteous to others				
5. Shows good sportsmanship				
6. Is willing to accept responsibility				
7. Demonstrates self control				
8. Respects the property of others				
9. Abides by group decisions				
10. Plans work well				
11. Works well independently				
12. Works well with others				
13. Concentrates while working				
14. Follows directions carefully				
15. Works in an orderly manner				
16. Is careful and neat in her work				
17. Is prompt in beginning work				
18. Is prompt in completing work				
19. Acquires understandings of people and environment				
20. Uses correct forms of speech				
21. Expresses ideas well in writing				
22. Expresses ideas well orally				

(Continued)

Name _____ Date _____

	Exceptionally Well	Satisfactorily	Fairly	Poorly
23. Speaks clearly and distinctly				
24. Shows originality				
25. Contributes intelligently to group discussion				
26. Uses reference material wisely				
27. Has fund of accurate information				
28. Budgets time efficiently				
29. Practices good health habits				
30. Reports to duty promptly				
31. Has a keen interest in work				
32. Attended most of class sessions				
33. Has desirable attitude toward teacher				
34. Has desirable attitude toward pre-school children				
35. Has made progress				

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

A Self-Evaluation Scale

	Circle one
I. Personal Qualities	
A. Considerateness (kindness, courtesy, tact)	5 4 3 2 1
B. Emotional stability (poise)	5 4 3 2 1
C. Resourcefulness (initiative, drive)	5 4 3 2 1
D. Attractiveness (appearance, dress)	5 4 3 2 1
E. Intelligence (personal, professional)	5 4 3 2 1
F. Cooperativeness	5 4 3 2 1
G. Adaptability	5 4 3 2 1
H. Reliability	5 4 3 2 1
I. Sense of humor	5 4 3 2 1
II. Competencies	
A. Creating emotional climate climate to free children to use their intelligence	5 4 3 2 1
B. Identifying pupil needs and formulation of objectives	5 4 3 2 1
C. Selecting and organizing meaningful experiences	5 4 3 2 1
D. Directing learning experiences	5 4 3 2 1
E. Development of concepts	5 4 3 2 1
F. Regulating tempo of learning activities	5 4 3 2 1
G. Providing for individual differences	5 4 3 2 1
H. Using desirable methods of control	5 4 3 2 1
I. Providing opportunities for creative use of materials and self-expression in the arts	5 4 3 2 1
J. Completing assignments on time	5 4 3 2 1
III. Behavior Controls	
A. General knowledge	
1. Child behavior and development	5 4 3 2 1
2. Educational principles and practices	5 4 3 2 1
3. Subject matter	5 4 3 2 1
4. Cultural Background	5 4 3 2 1
B. General skills	
1. Human relations	5 4 3 2 1
2. Problem solving	5 4 3 2 1
3. Use of language	5 4 3 2 1
C. Interest, attitudes, ideals	
1. Interest in children	5 4 3 2 1
2. Emotional and intellectual acceptance of all children	5 4 3 2 1
D. Health	
1. Physical	5 4 3 2 1
2. Mental	5 4 3 2 1
3. Emotional	5 4 3 2 1

Name _____ Score _____

Highest Possible Score 155

HAMILTON HIGH SCHOOL

1478 Wilson Street

WORK STUDY PROGRAM

CHILD DEVELOPMENT

Supervisor Mrs. M. G. Harris Work Station Teacher's Aide

TIME CARD

Pay Period: From _____ to _____

Names	Hours Worked
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

WORK DIVISION FORM

Trainee_____

Activity	Remarks	Date

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

PERFORMANCE RECORD

NAME (High School Trainee)	E	V G	G	F	P	DATE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

E = Excellent, V G = Very Good, G = Good, F = Fair, P = Poor

HAMILTON HIGH SCHOOL CHILD DEVELOPMENT CENTER

DAILY ATTENDANCE RECORD

Day of Week	M	T	W	T	F	
Date						
Names of Children						Remarks
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

HAMILTON HIGH SCHOOL CHILD DEVELOPMENT CENTER

DAILY ATTENDANCE RECORD

1966

Day of Week / Date / Names of Trainees	M	T	W	T	F	Remarks
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

HAMILTON HIGH SCHOOL

CHILD DEVELOPMENT CENTER

WORK REGISTRATION SHEET

Name _____

Date	Time	Date	Time

Parents Behavior Rating Scale

Parents' Name_____Phone_____

Address_____

Rater_____Date_____

Directions:

Above each group write "mother"or "father" to indicate the one you observed most.

Before each statement place a check on the line to indicate the characteristic best described in each group.

Group I

Taking the home as a whole, is the atmosphere active, quick, and alert; or is it inactive, slow, and inert?

_____ A. Home extremely bustling, busy, excited, tense.

_____ B. People move quickly, talk rapidly, with dispatch. Wide-awake, moving decisive.

_____ C. Move, walk, talk, and work without haste, but with some dispatch. People are alert but not hypertense.

_____ D. People move, talk, and walk with leisurely deliberateness. Home is relaxed but not lackadaisical.

_____ E. People move slowly, talk slowly, work slowly. Home is passive, relaxed, easy-going, indecisive.

_____ F. Home poky, lackadaisical, lazy, slow-moving, procrastinating.

Group II

How much affection do the parents lavish on the child personally? (Indicate mother, father, or both.) Do the parents show a warm, personal affection; or a matter of fact, unemotional attitude; or definite antagonism?

Be sure to rate the attitude shown to the child, and not the indirect care, solitude, or devotion to the child's welfare.

(con't.)

_____A. Passionate, consuming, intense, and uncontrolled.

_____B. Affectionate, warm, fondling, loving, expressive.

_____C. Temperate, fond, attached, forgiving, kind.

_____D. Objective, inhibited, neutral, matter-of-fact.

_____E. Cool, aloof, distant, forbidding.

_____F. Avoiding, annoyed, irritated, bothered.

_____G. Hostile, rejecting, disliking, blaming, icy.

Group III

How well does the parent understand the child's abilities, needs, point of view, etc.? Does the parent's behavior indicate a thorough and intelligent understanding of the child; or does it indicate a failure to appreciate the child's capacities and limitations?

_____A. Parent always sees subtleties of child's motivation; shows accurate appreciation of the child's interests and degree of maturity.

_____B. Usually shows thorough understanding of child. Occasionally fails to see the point.

_____C. Good grasp of everyday situations, but often misses the subtle angles.

_____D. Usually shows common sense where the point is obvious, but incapable of keen analysis.

_____E. Entirely lacking in subtlety; often misses the obvious.

_____F. Completely fails to see child's viewpoint. Expects entirely too much or too little.

Group IV

How emotional is the parent's behavior where the child in concerned? Is the parent highly emotional; or is he/she consistently cool and objective?

_____A. Constantly gives vent to unbridled emotion in reaction to child's behavior.

(cont'd.)

_____B. Controlled largely by emotion rather than by reason in dealing with child.

_____C. Emotion freely expressed, but actual policy seldom much disorganized.

_____D. Usually maintains calm, objective behavior toward child, even in face of strong stimuli.

_____E. Never shows any sign of emotional disorganization toward child, either directly or in policy.

Group V

Does the family as a whole direct its energies outward from the home toward society? Is the family constantly initiating contacts and participation with neighbors, friends, relatives, church, lodge, P.T.A., etc.? Or is it reclusive and inwardly oriented, taking little interest in and avoiding contacts with the community?

_____A. Constantly active socially; always seeking new contact; eager and uninhibited mixers.

_____B. Actively interested in what is going on outside the household; mixes readily without being overaggressive.

_____C. Accepts contacts with enthusiasm, but hesitates to intrude into the lives of others.

_____D. Neither avoids nor initiates social activities; accepts contacts passively.

_____E. Tends to avoid direct social intercourse; seldom goes out; rarely entertains.

_____F. Family resents social advances from outside the household; never mixes socially.

(cont'd)

Group VI

How restrictive are the regulations which the parent set up as standards to which the child is expected to conform? Are the requirements numerous and severe; or few and mild?

_____A. Standards are minutely restrictive beyond all reasonable interpretation of either the child's welfare or family convenience.

_____B. Requirements are unnecessarily abundant and exacting, but usually aimed at practical ends rather than "pure discipline."

_____C. Restrictions or regulations are somewhat liberal. Freedom is allowed, but parents show little concern for child's freedom as an end, slapping on requirements whenever they seem expedient.

_____D. Standards and regulations are somewhat liberal. Freedom is allowed in a few matters commonly subject to regimentation.

_____E. Child is expected to conform to a few basic standards, but parent will endure considerable annoyance rather than unduly restrict child's freedom.

_____F. Standards are both scarce and mild, limiting child's freedom barely enough to avoid the police and the hospital.

Group VII

Does the parent share with the child the formulation of regulations for the child's conduct? Does the parent give the child a voice in determining what the policy shall be? Or does the parent hand down the established policy from above?

_____A. Endures much inconvenience and some risk to child's welfare in giving child large share in policy-forming. Consults with child.

_____B. Attempts to adjust policies to child's wishes and other essentials wherever practicable. Often consults child.

_____C. Deliberately democratic in certain safe or trivial matters, but dictates when there is a sharp conflict between child's wishes and other essential requirements.

(Cont'd.)

_____D. Neither democratic nor dictatorial, deliberately. Follows most practically or easy course in most cases.

_____E. Tends to be rather dictatorial, but usually gives benevolent consideration to child's desires. Seldom consults child.

_____F. Dictatorial in most matters, but accedes to child's wishes occasionally when they do not conflict with own convenience or standards.

_____G. Dictates policies without regard to child's wishes. Never consults child when setting up regulations.

Group VIII

Is the parent constantly offering requests, commands, hints, or other attempts to direct the child's immediate behavior? Or does the parent withhold suggestions, giving the child's initiative full sway?

_____A. Continually attempts to direct the minute details of the child's routine functioning and "free" play.

_____B. Occasionally withholds suggestions, but more often indicates what to do next or how to do it.

_____C. Tends to allow child's initiative full scope about as much as interferes by making suggestions.

_____D. Makes general suggestions now and then, but allows child large measure of freedom to do things own way.

_____E. Parent consistently avoids volunteering suggestions, and tends to withhold them when they are requested, or when they are the obvious reaction to the immediat situation.

Group IX

Does the parent insist on helping in situations where the child is quite capable; or does the parent withhold aid even in major difficulties? (Desregard deliberate drill and training.)

_____A. Continually helping child, even when child is fully capable and willing.

_____B. Usually helps more than is needed. Seldom lets child struggle unsuccessfully.

(cont'd.)

_____C. Helps when needed, but not when child can get by alone.

_____D. Tends to withhold aid, letting child solve own minor problems. Offers help after prolonged failure or in emergency.

_____E. Leaves child alone to solve even major problems, often refusing aid when requested.

Group X

Does the parent easily become anxious and worried out of all proportion to the situation? Or is the parent markedly calm, cool, and nonchalant, even in the face of critical danger to the child?

_____A. Given to severe, irrational anxiety on largely imaginary grounds. Readily panicked.

_____B. Chronic anxious tension over child, but more "jittery" than panicky. Given to "hunting for trouble."

_____C. Shows considerable anxiety when child is in any danger, but seldom loses rational control.

_____D. Somewhat solicitous, but minimizes hazards. Frequently shows concern, but without losing perspective.

_____E. Rarely worried or solicitous beyond needs of situation and responsibility as parent. Attitude more like that of teacher or nurse.

PARENT'S EVALUATION

OF

CHILD DEVELOPMENT PROGRAM

Hamilton High School

Name _____ Date _____

Address _____ Telephone _____

	Excellent	Good	Fair	Poor
1. I regard the program activities as.....				
2. I rate the total program as.....				
3. My child's progress was.....				
4. Contacts with the parents were.....				
5. Contacts in developing real school spirit were.....				
6. Officials' interpretation of the program was.....				
7. Parents' opportunities to gain first hand information about the program were.....				
8. Physical conditions of the center are...				
9. My cooperation with the program has been.....				
10. My visitation to the school was.....				

I think the program was an excellent one and should be continued.

_____ Yes _____ No

COMPILATION DATA

CHILD DEVELOPMENT CENTER

Hamilton High School

Date_____

1. Home visits made by teacher _____.
2. Field trips taken by child development center _____.
3. Parents' visitations to school _____.
4. Visitors from state department _____.
5. Visitors from regional office _____.
6. Visitors from the board of education _____.
7. Visitors from the health department _____.
8. Visitors from day care centers and federation _____.
9. Visitors from local school _____.
10. Vicitors from community _____.
11. Communications sent to parents _____.
12. Centers visited by trainees _____.
13. Visits by resource persons _____.
14. Organized meetings for parents _____.
15. Advisory meetings _____.
16. Centers visited by teacher _____.
17. Job opportunity agencies contacted _____.

Printed by students
Memphis Technical High School Printing Department
Division of Vocational Education